

Fall 12-18-2015

Supplementing ESL Classroom Activities With Social Media For Young Adult Learners

Clair M. Yeo

University of San Francisco, cmyeo@dons.usfca.edu

Follow this and additional works at: <https://repository.usfca.edu/capstone>



Part of the [Education Commons](#)

Recommended Citation

Yeo, Clair M., "Supplementing ESL Classroom Activities With Social Media For Young Adult Learners" (2015). *Master's Projects and Capstones*. 284.

<https://repository.usfca.edu/capstone/284>

This Project/Capstone is brought to you for free and open access by the Theses, Dissertations, Capstones and Projects at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Master's Projects and Capstones by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact repository@usfca.edu.

University of San Francisco

**Supplementing ESL Classroom Activities With Social Media
For Young Adult Learners**

A Field Project Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in Teaching English To Speakers of Other Languages

by
Clair Yeo
December 2015

Supplementing ESL Classroom Activities With Social Media For Young Adult Learners

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by

Clair Yeo

December 2015

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

Dr. Brad D. Washington

December 18, 2015

TABLE OF CONTENTS

	Page
Abstract	iv
Chapter I – Introduction.....	1
Statement of the Problem	1
Purpose of the Project	4
Theoretical Framework	5
Significance of the Project	7
Definition of Terms.....	9
Chapter II – Review of the Literature	10
Introduction	10
Authenticity of Materials.....	11
Students’ Attitudes Towards Social Media Use in the Classroom.....	19
Increased Engagement/Interaction Through Social Networking Sites.....	30
Summary	39
Chapter III – The Project and Its Development.....	42
Brief Description of the Project.....	42
Development of the Project	43
The Project.....	46
Chapter IV – Conclusions and Recommendations	175
Conclusions	175
Recommendations	177
References.....	187
Appendixes	191

ABSTRACT

The classroom material currently utilized in English as a second language (ESL) classrooms is often disconnected from the real world. Publishers of ESL instructional materials often attempt to bridge this gap by including topics on popular news, films, songs, and famous persons at the time of printing. However, these are often outdated as quickly as they can be printed. As such, many ESL teachers face the challenge of keeping ESL classroom material relevant to the real world while seeking to maintain students' interests in what they are learning. The purpose of the project is to make use of social networking sites, a readily available technology that students are already familiar with, and adapt classroom material to them as a way to increase students' motivation and learner autonomy. The project is intended to serve as a guide for teachers seeking to enhance their lessons and engage their students through the means of authentic and familiar mediums.

The project focuses on four popular social networking sites, *Facebook*, *Instagram*, *Snapchat*, and *Twitter*, to demonstrate how social networking sites can be incorporated into the classroom. For each type of social networking site, five classroom activities are designed, targeting the key language areas of grammar, vocabulary, listening, speaking, reading, and writing. Each language area has two types of activities, an introduction activity and a review activity. The introduction activity familiarizes students with how the social networking site will be used to complete the target language activity. The review activity can take the form of a game or is an expansion of the introduction activity. There is a growing trend in education towards the use of technology in the classroom. This project highlights one way in which this can be done while using

the same curriculum and minimizing the need to introduce students to any new technology. In this manner, students can become more motivated and enthusiastic about their lessons, have the tools to take charge of their own learning, are exposed to more authentic texts and situations, and are provided with more learning opportunities in which to expand their knowledge of English.

CHAPTER I INTRODUCTION

Statement of the Problem

According to the Open Doors Report on International Educational Exchange (Institute of International Education, 2015), about 49,000 students flocked to the United States (US) to partake in Intensive English Programs in 2014/2015. While this number only represents a fraction of the international students studying in the US, it does not include students who come here via the visa waiver program (VWP), or on a visitor visa to study English. Students on the VWP fall under the pleasure travel category. Students on the VWP can stay in the US for up to 90 days (Bureau of Consular Affairs, n.d.-a), while students on a visitor visa can be granted stays from a minimum of 6 months to a maximum of 1 year (Foreign Affairs Manual, 2008). In 2014, the US had over 34.5 million visitors, with 82.6% of that number reporting that their reason for visiting was pleasure (Office of Travel and Tourism Industries, 2014). Students on the VWP or on a visitor visa are allowed to enroll in short, noncredit courses such as intensive English courses without needing to disclose the information (Bureau of Consular Affairs, n.d.-b). As a result, there are no specific statistics on students who enroll in short intensive English courses, but by making inference from the visitor numbers one can estimate the number to be relatively large.

Saudi Arabia, China, Japan, Brazil, and South Korea are the top five countries that international students on a student visa arrive from (Institute of International Education, 2014). Comparatively, Japan, China, and Brazil were ranked in the top five countries for number of visitors to the US in 2014 (Office of Travel and Tourism Industries, 2014). South Korea was ranked seventh, while Saudi Arabia was not listed in

the top 20 countries (Office of Travel and Tourism Industries, 2014). According to Kemp (2015), Saudi Arabia (58%), China (47%), Japan (85%), Brazil (54%), and South Korea (90%) are among the top users of the Internet globally. These percentages are above the global average of 42% (Kemp, 2015). The high numbers are an indication that the Internet and all that it has to offer, including social networking sites, could be an invaluable teaching resource that has not yet been fully taken advantage of by the English as a second language (ESL) world. It also demonstrates that international students from those countries would be more accustomed to using the Internet and, therefore, could be highly receptive to using the Internet and other digital media platforms as a learning tool and as a supplement to their classroom materials.

I am always hesitant to ask my students, who come from all over the world to study English in the United States, about the pop culture references that come up in the textbook that we are using. Despite the fact that my students are all at least 18 years old and fairly attuned with the current pop culture icons, I am often greeted by blank stares or head shakes from them when we come upon a pop culture reference in the materials. They have no idea who or what the textbook is referring to. With the exception of the few film actors and actresses such as Tom Cruise and Julia Roberts that are still famous today, most of these previously popular performers, sports stars, and pop songs are unknown to many of my students. The only students who have any inkling of these celebrities and songs are the ones who were in their adolescence during the textbook's publication. Thus, the attempt by publishers of ESL instructional materials to make the textbook more interesting to students has backfired, as the text that was once current is now outdated.

Not only is the material in ESL classrooms outdated, it tends to be disconnected from the students' world (Wee, 2008). The digital world of computers and smartphones seems to overwhelm the modern world. Most students have access to a smartphone and/or a computer (Pearson Education, 2014; Pew Research Center, 2015). In fact, many of my students are on their smartphones in class and during their breaks. They use the Internet or applications that make use of the Internet to increase their autonomy as a learner by using it as a translator, a dictionary, and even to share about their own cultures. However, this part of the modern world is acutely absent from ESL materials. Perhaps it is because the onus is on the ESL teacher to bring in supplementary materials to enhance one's lessons, or because language schools are too overwhelmed with the variety of instructional materials constantly available to switch to a new series that may be a better fit for their students (El-Dakhs, 2011). No matter the reason, the issue is that students find it hard to stay focused in class and are not enthusiastic about their lessons, even though they are rather motivated to learn English as they traveled to another country to do so. Hence, the ESL teacher feels that she needs to find novel and innovative ways to stimulate her students and maintain their interest in the lessons.

One of the main advantages of the Internet is the fact that it has almost unlimited resources (CITE). However, this also means that it will take time and effort to sift through the Internet and determine which resources are useful and relevant to one's class (Chisega-Negrilă & Kraft, 2015; Kessler, 2013). Social networking sites such as *Facebook*, *Instagram*, *Snapchat*, and *Twitter* are one of the commonly overlooked resources of the Internet. More frequently associated with socializing and becoming well liked/known within social circles, these platforms are highly popular worldwide. The

number of active users for these social networking sites number in the millions (Kemp, 2015): *Facebook* (1.37 billion), *Instagram* (300 million), *Twitter* (284 million), and *Snapchat* (100 million). These platforms are also popular among the 18-34 age group within the US. A survey by ComScore Mobile Metrix (Lipsman, 2014) found that 75.6% of this age group used *Facebook*, 43.1% of them used *Instagram*, 23.8% used *Twitter*, and 32.9% used *Snapchat*. Duggan (2015) had similar results for 18-29 year olds in the US. 82% of Internet users surveyed used *Facebook*, 55% used *Instagram*, 32% used *Twitter*, and 41% used an auto-delete sent-messages service like *Snapchat*. The popularity of these platforms makes them a practical choice for use as a teaching tool. Students would most likely be familiar with these applications and websites and may already be using them. This increases their appeal for use as a teaching/learning tool as students do not need to learn a new skill in order to utilize it.

This project seeks to address the issue of outdated and disconnected classroom materials by developing a series of lessons that utilizes four popular social networking sites, *Facebook*, *Instagram*, *Snapchat*, and *Twitter*, as teaching tools in the classroom. Each social networking service will have up to two classroom activities that target the key language skills in grammar, vocabulary, listening, speaking, reading, and writing.

Purpose of the Project

The purpose of the project is to increase ESL students' motivation and autonomy over their learning by incorporating social networking sites that students either already use or are familiar with such as *Facebook*, *Instagram*, *Snapchat*, and *Twitter*. Existing classroom materials can then be made more authentic and relevant to students' experience in the real world. It intends to increase students' learning moments and make

it easier for them to access learning opportunities. I chose this project because I want young adult learners in private language schools in San Francisco to be interested in what they are learning so that they can make better progress and sustain their motivation for learning English. This project aims to provide ESL teachers with a handbook on how to make use of social networking sites as a supplementary classroom tool to use with their current textbook.

Theoretical Framework

This project is influenced by the notion of computer-mediated communication (CMC), which draws its ideals from interactionist and socio-cultural theories (Blake, 2008; Lin, 2014) and is a branch of computer assisted language learning (CALL). CMC facilitates language learning through the use of computers in a collaborative and interactive manner (Blake, 2008; Lin, 2014). According to Smith, Alvarez-Torres, and Zhao (as cited in Lin, 2014), there are four features that can be used to differentiate and discern between CMC tools. They are “temporality, degree of anonymity, modality, and spatiality” (Lin, 2014, p. 120).

Temporality refers to whether the communication is synchronous, meaning that it takes place at the same time, or if it is asynchronous, meaning that there is a delay in the communication. An example of a synchronous tool would be *Skype*, a video conferencing tool, and an example of an asynchronous tool would be *Twitter*, a micro-blogging tool that allows its users to post limited messages of up to 140 characters. Anonymity determines the degree to which the participants in the communication “are known to each other in a CMC environment” (Lin, 2014, p. 121). In this case, *Twitter* would have a higher degree of anonymity than *Skype*. Modality concerns the mode in which the communication

occurs. Using the examples from before, *Skype* can encompass both video and written communication while *Twitter* is mainly in written form. The last quality, spatiality, relates to the distance that participants in the communication feel between each other. Thus, *Skype* would most likely make participants feel closer to each other than *Twitter* would.

The benefits of using CMC tools vary according to the features that each CMC tool possesses. For example, Payne (as cited in Blake, 2008, pp. 76-77) highlighted that synchronous CMC tools in the written form, such as a chat room, can slow down the discussion pace, provide extra time for a student to both process onscreen information as well as their own response, and lower their affective filters, as there is no authoritarian monitor. Asynchronous CMC tools have similar benefits but also have the added value of encouraging participation at a learner's own time and pace (Godwin-Jones, 2003, as cited in Blake, 2008; Sadeghi, Rahmany, & Doosti, 2014). CMC tools that have higher degrees of anonymity can also lower students' affective filters as they provide students with the option of responding without revealing themselves completely. The varying combinations of the modality of CMC tools demonstrates how CMC is useful in ensuring that the four key areas of language, speaking, listening, reading, and writing, are touched upon in the classroom.

CMC is reflected in this project by my use of social networking sites such as *Facebook*, *Instagram*, *Snapchat*, and *Twitter* via smartphones or computers. I intend to design lessons around these social networking sites that promote collaborative language learning, provide access to authentic materials, increase interaction between peers,

teachers, and native speakers outside of the classroom, and increase students' learning autonomy by encouraging them to respond at their own pace.

Significance of the Project

This project has four significant benefits for teachers. First, it removes the burden of designing entirely new class activities in order to pique student interest. It is hoped that the lessons will be designed in such a way that they can be used as supplementary materials for existing textbooks. For example, the teacher might find something on the Internet or a social networking service that could be used in the classroom and be able to substitute that link by choosing an activity from the project. Second, it can increase students' exposure to authentic texts. Authentic texts are texts that come from native English contexts such as books and newspaper articles. They have not been created or adapted for use in the ESL classroom. By ensuring that the language presented to students is appropriately contextualized (Gilmore, 2007), students will be better prepared for real-world language use. Third, students will have more opportunities for learning outside the classroom without having to be in a classroom. This is especially useful for a class that is made up of working adults. Lastly, the way in which feedback is provided will change. Not only will students be able to get feedback in real time but they can also get more individual feedback. As each student will have to create or use an existing social media account to participate in the activities, the teacher will be able to give feedback based on each student's response and may sometimes respond in real time when the student and the teacher are on the social networking service at the same time.

This project has three significant benefits for students. On top of the overlapping benefit of increased teacher contact time, students would be more enthusiastic about their

lessons and be able to better focus in class, as the material would be more interesting and relevant to them. For instance, a student who already has a Twitter account would be more inclined and enthusiastic about using it for learning English as well. Another benefit for students is that they have more control over their learning. They can participate and give/receive feedback in their own time and at their convenience. The last benefit for students is that the use of social networking sites addresses other modalities of learning, especially when the teacher chooses to incorporate video and images as part of the lessons.

Definition of Terms

Authentic Materials: Refers to materials that come from native English contexts such as a English newspaper website and that haven't been "produced for a pedagogical purpose" (Chan, 2013; Clavel-Arroitia & Fuster-Márquez, 2014; El-Dakhs, 2011; Gilmore, 2007; Illés, 2009).

Computer Mediated Communication (CMC): The facilitation of language learning through the use of computers in a collaborative and interactive manner (Blake, 2008; Lin, 2014).

English Language Learner (ELL): A learner whose first language is not English and who is learning English as a second language in an academic setting. (Li, Snow, & White, 2015).

Learner Autonomy: Providing the learner with the tools to make their own learning goals and to manage their learning. (Blake, 2008; Chisega-Negrilă & Kraft, 2015; Chou, 2010; El-Dakhs, 2011; Gilmore, 2007; Kent, 2013; Sadeghi et al., 2014; Yu, 2014)

Social networking sites (SNS): Internet sites used for communication mainly through an application on a smartphone or a computer for social reasons. Examples include *Facebook, Instagram, Snapchat, and Twitter*. (Chan, 2013; Junco, Heiberger, & Loke, 2011; Kent, 2013; Mao, 2014; Nikbakht & Boshraadi, 2015; Pew Research Center, 2015; Yu, 2014)

Young Adults: Adults aged 18-34 for the purpose of this project; based on the U.S. Census Bureau data. (Duggan, 2015; Lipsman, 2014; U.S. Census Bureau, n.d.).

CHAPTER II REVIEW OF THE LITERATURE

Introduction

It is clear from the research that there is a lack of literature addressing how social networking sites, a distinct part of technology, could serve to increase motivation and autonomous learning amongst English as a second language (ESL) learners. The current research findings support the idea that the use of computers and other forms of technology in education is inevitable. This alignment is two-pronged; it aligns with the way in which students want to learn and process what they have learned, and it aligns with the advancement of technology in our progressively digital world. The literature explores the many avenues of how educators can use and have used technology to enhance and improve the quality of learning amongst their students. Specifically, it is the accessibility of computers and small mobile devices such as cellphones and tablets that have ensured that computer mediated communication becomes an increasingly important learning and teaching tool. Nevertheless, the degree to which computers and small mobile devices will play a part in the classroom is unclear. This is the case even for ESL classrooms. As students become more technologically savvy, classroom materials, teaching, and teachers must follow suit and match their progress.

The review of literature will explore several themes in relation to English language materials, and the use of social networking sites within classroom contexts. First, the review will look at the issues of authenticity with regards to English language materials. Then, it will look at the attitudes of students concerning the use of social networking sites as a classroom tool in both ESL and non-ESL settings. Finally, it will

consider some of the effects that the use of certain social networking sites in classrooms have on students.

Authenticity of Materials

The question of whether English language materials have authenticity is a continuous debate among researchers and educators alike. The idea of what type of material constitutes as authentic and what does not varies (Chan, 2013; Clavel-Arroitia & Fuster-Márquez, 2014; Jiang, 2006). Hence, textbook materials will differ in the degree of authenticity in which they afford. Additionally, while much research has found that textbooks do lack authenticity, the standard solution is to include authentic tasks and materials by presenting such materials in class. The presentation format of the authentic materials is left up to the teacher.

Jiang (2006) investigated the “linguistic forms used to perform the speech act of suggestions” (p. 36) in two specific real-life situations, “professor-student interaction during office hours and student-student study groups” (p. 36). She then compared them to how they were taught in six ESL textbook series, three newly published series, and three series from the 1980s. The researcher sought to find out how suggestions were used in the two real-life situations, if differences existed between the two situations, and what the differences were in terms of patterns and factors. Finally, she wanted to see if there was a match between textbook materials and the real-life situations, and if there were modifications made to the textbooks over the years.

To begin, Jiang (2006) sampled the TOEFL 2000 Spoken and Written Academic Language Corpus, a corpus developed by TOEFL as part of an overhaul to their TOEFL test, to create a list of possible linguistic forms for suggestions in her target situations.

Next, she cataloged the instances of the targeted linguistic forms from the six textbook series as well as from other resources such as “other teaching materials, ESL websites, grammar books, and other sources” (Jiang, 2006, p. 41) and categorized them into nine groups. These groups were then used to ascertain the occurrence and frequency of each type in the real-life situations and in the six textbook series.

Despite an increase in the number of linguistic forms presented in the newly published textbook series as compared to the 1980s textbook series, Jiang (2006) found that there were still differences when compared to real-life situations due to the decontextualized nature of the textbooks. In particular, she discussed the issue of register difference and its importance for certain linguistic forms and situations. In her opinion, the textbook series used in the study did not present the linguistic forms with enough contextualized information or in authentic conversations. Accordingly, she recommended that textbooks should include pragmatic information and use authentic settings to design the classroom tasks. She further recommended that teachers supplement their classes with materials “that they consider beneficial to their students” (Jiang, 2006, p. 51).

Though Jiang was very comprehensive in her study, she only focused on one specific speech act in two real-life situations and six textbooks series. This study could be further expanded to include a multitude of speech acts that occur in numerous contexts as these speech acts may or may not be represented in an authentic manner across all textbook series. These findings relate to the proposed project as it discusses the issues with decontextualized materials and the need for teachers to supplement existing teaching materials with authentic conversations and contexts.

Illés (2009) also looked at a textbook series and was interested in the factors that led Hungarian English language educators to choose an outdated series (Illés, 2009) and the appeal of the series to its teachers and learners. By means of personal communication and an informal comparison of English language textbook series, she found that teachers appreciated “the amount and quality of [the] text” (Illés, 2009, p. 145) of the textbook series. The stories found in the textbook series were able to entice learners by being eloquently written with an interesting plot, were equipped with “suitable and stimulating contexts” (Illés, 2009, p. 146) for language learning in the areas of grammar, vocabulary, and communication, have similarities with literature, and were not bound by time, location, or culture.

The textbook series contained a variety of text types and had diverse activities that allowed a learner to cultivate the different skills required of learning a language. For example, a speaking activity could be found in the form of a discussion, storytelling, or role-play. Similarly, a writing activity could be transforming dialogue into narratives, keeping a journal based on a character, or a news report for the town’s fictional newspaper. Illés (2009) concluded that this textbook series contains what is currently missing from today’s English language textbooks, engaging content that makes use of literary devices to maintain that engagement, and that it would be advantageous to collaborate with published authors to create a similar series that incorporates current pedagogy.

Illés (2009) discussed the appeal of an old English language textbook series and made compelling arguments for the use of such a textbook series. However, the impact of her study would have been greatly increased if she had included genuine feedback from

teachers and learners through the use of questionnaires, surveys, or interviews. In this manner, the authenticity about the appeal of the textbook series would have qualitative support and increase the validity of the study's argument. These findings relate to the proposed project because they pinpoint what should be included in current textbook series, what could be supplemented by the use of social networking sites and links to authentic materials from the Internet, and how the right material can keep teachers and students interested in the subject.

While Illés (2009) looked at the allure of a dated textbook series, Kim (2010) examined seventh grade English textbooks in South Korea to determine if they had been appropriately updated to reflect the updated English language curriculum. Specifically, the researcher looked for the presence of communication strategies (CS) to determine which types of CSs were present in textbooks, and how CSs were taught. The updated curriculum was “more focused on improving communicative competence” (Kim, 2010, p. 118) in its students. Three sets of textbooks and activity books, chosen on the basis of their popularity among schools, were analyzed to establish the presence or absence of the strategies in each textbook and how they are presented in the textbooks.

Kim (2010) found that the dissemination of CSs across the textbooks was inconsistent as a particular strategy, maintenance strategies, was overrepresented and the other strategies shared the remaining percentage. The researcher also found that some strategies, under the self-solving category, were not represented in the textbooks at all. It was noted that the overrepresentation of maintenance strategies in the textbooks could be due to “the reflection of real life” (Kim, 2010, p. 122). The study showed that the textbooks presented CSs in an inauthentic manner. The researcher cautioned that an

inauthentic representation of CSs might lead to students falling short in their interactions and becoming unmotivated due to embarrassment. Regardless of the disparity in representation of CSs, the researcher found that there were a variety of strategies and activities for practicing CSs and proposed that this aspect of the textbooks should remain but that the textbooks should consider presenting CSs in a more impartial manner so as to ensure that students are exposed to as many CSs as possible. Finally, Kim concluded that there was some improvement in the integration of CSs into the textbooks after the curriculum revision.

Kim's 2010 study indicated that curriculum revisions could elicit a positive change in textbooks but that there could be an inconsistent representation of language features if the textbooks are not monitored for content. In the study, Kim mentioned several times how the overrepresentation of the maintenance strategies might be an effort on the part of the textbooks to include more authentic material. It could have helped to back these statements up with some data or research to increase the statements' veracity. These findings relate to the proposed project because it highlights that a large quantity and variety of a language feature does not necessarily guarantee authenticity in the contexts and, as such, a teacher may need to supplement the classroom material to help contextualize the situations. It also highlights that the use of inauthentic contexts could have side effects that could affect student motivation and, subsequently, should be prevented if possible.

Kim's 2010 study examined the attempt by the South Korean education ministry to increase communicative competence and, therefore, authenticity, in their curriculum. Chan (2013) looked at how Hong Kong attempted to do the same by investigating how

three English language textbook series from Hong Kong applied the concept of authenticity through contextualized local settings. There were two phases of investigation. First, using qualitative methodology, the researcher cataloged the authentic tasks found in the textbook series based on “their nature, structure[,] and arrangement” (Chan, 2013, p. 306). Next, the researcher tallied the tasks and texts based upon their frequency and then grouped them according to their target language skill and text type. He then compared the text-types that occurred most often with the “language-using situations” (Chan, 2013, p. 307) of the Hong Kong people to determine if there was a relationship between the two.

The study showed that most of the tasks were writing or reading related, with merely a small percentage of listening and speaking tasks. Chan (2013) found that in an attempt to make writing and speaking tasks more authentic, the textbook series actually created contexts that were unrealistic and odd in nature. For example, students are given roles or tasked with activities by a teacher-character in the textbook. This was in addition to the real teacher that they already had in the classroom. Comparatively, in an authentic context, learners are not given roles or tasked with an activity via a book. Contrasting the instances of the tasks in the textbook series with that of real-life use, it was found that the textbook series were somewhat reflective but missing some elements such as instant messaging and text messaging. In speaking, the textbook series tasks were less reflective, missing elements such as films, television, and social functions/gatherings.

Chan (2013) concluded that it was “unrealistic and inappropriate” (p. 315) to have textbooks that fully reflect real life. First, he discussed that not all aspects of real life language use could be simulated in a textbook series due to the nature of the students’

language needs. Second, the textbook series have to “address local educational constraints” (Chan, 2013, p. 315) such as traditional methods of teaching and the effect of an assessment-based society. Third, there is a limited availability of local spoken English contexts due to how Hong Kong uses English in its society. Lastly, Chan speculated that the textbook designers could have followed the curriculum strictly and, consequently, did not take into account the authenticity of the tasks they had designed. He suggested that it would be better to design tasks based on communicative practice rather than solely on authentic scenarios so as to ensure that designed tasks do not end up becoming unrealistic and odd.

Chan (2013) highlighted several interesting conundrums faced by textbook designers who are trying to bridge the gap between classroom material and real life. The study could have been improved if the author had consulted with either teachers or students regarding their views on the authenticity of the textbook series. This would have allowed readers to note if the textbook series users have the same opinions as the researcher. This would also increase the strength of his opinions, as they would have been backed up by qualitative data. These findings related to the proposed project as the results point out that in the push for authenticity, one should ensure that the tasks created are not unnatural and weird. Furthermore, these findings show that through the use of social networking sites, one can gain access to authentic scenarios in the form of videos. This can also increase students’ communicative practice by having them interact with native speakers on social media.

The last study in this theme looked at a sampling of 60 texts from six advanced English language textbooks to determine the authenticity of these texts, highlight how

these texts were chosen for inclusion in the textbooks, and pinpoint how the texts have been modified. Clavel-Arroitia and Fuster-Márquez (2014) analyzed the sample texts using four parameters: text type; “type/degree of adaption” (Clavel-Arroitia & Fuster-Márquez, 2014, p. 127); “the variety of English represented” (p. 127); and “acknowledgement of authorship, date of publication, or source” (p. 127). They found that almost all the texts (96.6%) analyzed had been modified in some way, either for length or vocabulary or, in some cases, for both. In particular, they discovered that vernacular language structures were removed and expressions were modified. They also found that there was low variation in the types of text and a lack of examples of argumentative text types, despite asking students to write essays on that text type.

Clavel-Arroitia and Fuster-Márquez (2014) noted that the textbooks featured mainly British English followed by minor instances of American English, and even less of other varieties of English. As for acknowledgement of authentic texts used in the textbooks, the study found that famous English writers or scientists were referenced. However, whenever a newspaper article was used, the name of the newspaper was referenced but not the journalist. It was also noted that not all of the textbooks properly acknowledged their sources, further reducing the authenticity of the texts. The researchers concluded that the authenticity of recently published textbooks is questionable despite the claim by researchers who argue that they are authentic.

Clavel-Arroitia and Fuster-Márquez (2014) presented an in-depth analysis of advanced English language textbooks on the authenticity of the texts in them. The study would have been more compelling if they had been more explicit in explaining their methodology for their choice of textbooks. Readers of their study would then know if the

textbooks used in their study were widely used. It would also help to demonstrate sound reasoning for their choice of textbooks and also increase the urgency of certifying that textbooks were truly authentic. These findings are reflected in the proposed project because they provide support for the idea that it is hard to incorporate authenticity in textbooks, as also demonstrated in the aforementioned studies in this theme. Accordingly, there is a need to supplement textbooks with authentic materials through the use of social networking sites and the Internet. This will aid in increasing students' motivation and autonomy in their learning. The following section further elaborates on the notion of students' motivation.

Students' Attitudes Towards Social Media Use in the Classroom

Research has shown that students, both in English as a second language (ESL)/English as a Foreign Language (EFL) and non-ESL/EFL contexts, generally have a positive attitude towards using social media as a learning tool (CITE). They are familiar with it and use it, in one form or another, as a constant part of their daily lives. It highlights the usefulness of social networking sites as a classroom tool as well as a motivating tool. Son (2007) investigated the use of web-based language learning (WBLL) with 12 ESL students in an intensive English course in Australia. The students were between the ages of 17 and 38. He wanted to find out how WBLL could be incorporated into an ESL class and if students would be engaged and receptive to this type of classroom tool.

The students in Son's 2007 study were given two questionnaires, one before the commencement of the course and one after the course had concluded. The pre-questionnaire was used to determine the students' demographics and "their previous

experience in language learning, computers[,] and the Internet” (Son, 2007, p. 24). The post-questionnaire was used to determine whether the students enjoyed using WBLL for language learning, their comfort level with using WBLL, their opinion of its usefulness, and whether they had an interest in using WBLL for further learning. The students were observed by a research assistant during their lessons and were also interviewed individually after the conclusion of the classes.

Son’s 2007 study illustrated that student engagement was maintained during the sessions as the students remained focused on the lessons and seldom deviated from the lessons to pursue their personal activities online or offline. The results of the questionnaires revealed that the students enjoyed using WBLL for language learning but that their comfort level varied according to their familiarity with computers and the Internet. Most were interested in using WBLL for further learning and found WBLL activities to be an effective way for “accessing information, receiving instant feedback on exercise errors” (Son, 2007, p. 33), and for working independently. The students pointed out that “the lack of interaction and lack of ability to deal with individual differences” (Son, 2007, p. 33) were some of the shortcomings of the use of WBLL. Son concluded that the Internet has its strengths as a classroom tool. It can provide a pathway to a considerable amount of authentic materials, increase learner autonomy, and, in essence, serve as a complement to classroom materials and activities.

Son (2007) underlined the receptiveness of students to the use of the Internet as a classroom tool and sought to validate his qualitative data through a combination of questionnaires, observations, and interviews. While there are criticisms towards the use of qualitative methodologies, Son was able to use these methods effectively as evident

from the candor of his participants' responses. As the findings of this study are in favor of the use of WBLL in the classroom, it would be helpful to expand this study to include more students as a way to generalize the findings of this study and provide more support for it. These findings are related to the proposed project as they support the idea that the Internet can be used as a classroom tool and that students will be receptive to the idea of using the Internet and technology, such as social networking sites, in language learning. It also exemplified the need to provide students and teachers with training in order for them to attain reasonable access to the technology provided to them.

Similarly, Mao (2014) also studied the use of technology in schools. Specifically, she looked at the usage of social media tools by 166 high school students between the ages of 14 and 17. She wanted to determine how they accessed the Internet, what social networking sites they often used, their frequency of their use of these platforms, their reasons for using the platforms, their attitudes regarding using these platforms for educational purposes, and any challenges they thought would occur with the use of social networking sites for educational purposes. Using a mixed methods design, Mao first administered a questionnaire that included a mix of Likert scale questions and open-ended questions. Then, through the use of focus groups, she interviewed nine of the students. The results of her study showed that students typically accessed the Internet via computers at home (74.4%), computers in school (53%), or on their cell phones (57.8%). *Facebook* was the most popular social media platform used by the students amongst their friends (48.3%), followed by *Twitter* (12.8%), *Tumblr* (10.4%), and *Instagram* (9%). More than half of the students (58%) reported logging into their social media platform of

choice numerous times a day and said that they use the platforms for entertainment, to stay socially connected, and for sharing media, interests, and experiences.

The students' reasons for using social networking sites were simple. They found the platforms to be "user friendly, easy, fast, convenient, fun, and immediate" (Mao, 2014, p. 217). Between 51% and 85% of the students in Mao's 2014 study had a positive attitude towards using social media for homework or for increasing their knowledge. This percentage lowers to about 42% with regards to the use of social networking sites in the classroom. About 49% to 61% felt that the use of social networking sites in the classroom has numerous positive effects such as motivating students to share their knowledge and thoughts, making their lessons enjoyable, relevant, and interactive, "help[ing them] get connected with the real world" (Mao, 2014, p. 217), and expanding their learning. While the students had mainly positive views on the use of social networking sites in the classroom, they shared that teachers were not utilizing the tools properly. Consequently, the use of the sites in schools as a learning tool was "limited, minimal, and unmeaningful" (Mao, 2014, p. 219).

The focus groups and open-ended questions provided more details on several other concerns the students had regarding the use of social networking sites in the classroom. They reported being unsure of whether they could use social networking sites outside of the class that they had been adopted in, the lack of interaction from the teachers who were using it as a classroom tool, and the possibility that it might not be conducive to learning. As students are open to the idea of using social networking sites as classroom tools, Mao (2014) recommended that teachers should use the tools in a purposeful manner where they are "designing, scaffolding, and interacting with students"

(Mao, 2014, p. 221), that schools thoughtfully implement social networking sites into their learning environments, and that the roles of the students in the educational process will have to change from passive to active.

Mao's 2014 study does an impressive job of getting responses from students on their use and thoughts on social networking sites. Nonetheless, the study would have been better if it had also queried the teachers on their attitudes and for the reasons behind their lack of proper use of social networking sites as a classroom tool. This could have pinpointed reasons for the poor utilization of social networking sites in schools and led to a discussion on how it can be circumvented. This study relates to the proposed project as it demonstrates the need for a development of a handbook to show teachers how to properly utilize social networking tools in their classrooms, as students have positive attitudes towards using them in class as a learning tool.

In a similar study, Li et al. (2015) also looked at middle school students' access to technology and their attitudes towards using social networking sites as a learning tool. 531 students from the ages of 11-14 from an urban, low socioeconomic neighborhood in the Northeastern US participated in the study. About a quarter of the students were English Language Learners (ELL). Using a survey method, they gathered details on the students' access to technological devices such as computers, cellphones, and gaming consoles at home and in school, the frequency of their accessibility at home and at school, the types of technological devices owned by the students, the types of social networking accounts used by the students, their attitudes towards using social networking sites for learning, and some demographical information about the students. The researchers were interested in finding out students' accessibility and ownership of

technological devices and the frequency at which these devices were used. In particular, they wanted to determine if there were any differences between students' accessibility to these devices at home and in school, between the grades, and between native English speakers (NES) and ELLs. Lastly, they wanted to know students' attitudes towards the use of social networking sites as a learning tool, and if there were any differences between NESs and ELLs for this.

The results of Li et al.'s 2015 study showed that most students had home access to some type of technological device. Cellphones were the most common at 91.23%, followed by desktop computers (69.55%), laptop computers (75.44%), tablet-like computers (33.73%), and gaming consoles (32.31%). In school, students had access mainly to desktop computers (59.8%), followed by cellphones (24.65%), laptops (9.12%), and tablets (4.46%). Students did not have gaming consoles in their schools and, as such, accessed these devices more frequently at home than in school. The device that was used most frequently and almost daily was a cellphone (NESs: 74.42%; ELLs: 64.12%). Comparatively, only 27.82% of NESs and 29.69% of ELLs used desktops daily, while 35.36% of NESs used laptops daily. Only 27.69% of ELLs used a laptop, and only once every two to three days. Desktop usage in school was very low, less than 3% of students, either NESs or ELLs, reported using them in school daily.

The device that most students owned was a cellphone (58%). Almost 46% of them owned an mp3 player, about 36% owned an iPod, and about 24% owned a smartphone. However, about three quarters of the students reported rarely using their cellphones in school. Li et al. (2015) pointed out that this could be due to school regulations banning the use of cellphones in school. Students had social network accounts

for *Facebook* (72.88%), *YouTube* (59.32%), and *Twitter* (37.1%). Many students also had email accounts (57.25%). When analyzing the data for differences, the researchers found that eighth graders used laptops and cellphones more than sixth and seventh graders. Eighth graders also owned more smartphones and had more social networking accounts than their younger counterparts. In comparing NESs and ELLs, NESs were found to use laptops, tablets, and cellphones at home significantly more often than ELLs. They also owned more devices and had more social networking accounts. All students in the study reported “moderate levels of interest” (Li et al., 2015, p. 154) in using social networking sites such as *Facebook*, *Twitter*, and *YouTube* for learning new vocabulary. That said, ELLs expressed more interest than NESs in using social networking sites as a learning tool.

Li et al. (2015) illustrated that technological devices are accessible by students almost daily, and that while NESs may not be keen on using social networking sites for learning, ELLs are. It could have helped to determine the reasons for why ELLs were open to using social networking sites as a learning tool through interviews or focus group sessions. This would have helped researchers determine how to ensure that teachers were using social networking sites in line with what the students had in mind for its learning use. These findings relate to the proposed project because they support the idea that ELLs are interested in using social networking sites as a learning tool and, as such, it is an avenue that should be further developed by educators.

While Son (2007), Mao (2014), and Li et al. (2015) looked at the Internet as a whole, Huang and Hung (2013) evaluated students’ perception on enriching their English competence through the use of *Facebook* as an online video discussion forum in Taiwan.

There were a total of 17 university students partaking in this study. Over a period of 14 weeks, the students were tasked with submitting three videotaped presentations to a class *Facebook* discussion group, one every four weeks. Each video submission received peer feedback in the form of written comments based on topics including the “content, language use, eye contact, time control” (Huang & Hung, 2013, p. 92) for up to two weeks after submission. Subsequently, after receiving the feedback, the student would do a live presentation in class the following week. In the last week of class, they were given an attitude survey and a reflective questionnaire.

The survey was used to inquire into students’ experience with video uploading and the peer review exercises. The 43 closed-ended questions made use of a 4-point Likert scale. The questionnaire had four open-ended questions that encouraged students to respond to the “perceived benefits, difficulties, processes[,] and strategies” (Huang & Hung, 2013) in their online video discussion. Both of these forms were in Mandarin, the native language of the students. Huang and Hung (2013) found that the online video discussion forum encouraged students to support each other in their work, increased the bonds of friendship between the students, allowed them more opportunities to practice their writing and speaking, and strengthened the students’ ability to speak publicly. Nonetheless, it caused some “frustration and anxiety” (p. 93) due to the recurring video recordings.

Huang and Hung (2013) concluded that students viewed the online *Facebook* discussion forum as an activity that enhanced their language learning, despite experiencing some minor negative feelings due to the recurring video recordings. Like Son (2007), Huang and Hung could look into expanding their study by including more

students. They could also explore whether the participants in their study were already receptive to the idea of using social networking sites in their classrooms by giving them a questionnaire before the commencement of class. This questionnaire would help to determine if their use of *Facebook* as a classroom tool changed the students' perceptions, or if the students were already interested in using technology in the classroom. The findings of this study relate to the proposed project because it provides support for the use of social networking sites as a classroom tool as evident from the students' generally positive attitudes towards it.

Yu (2014) also investigated the use of *Facebook* in a classroom but as an online writing discussion tool. Using a case study method, he explored an EFL teacher's use of *Facebook* as a means of increasing his contact time with his students. The teacher was chosen for his credentials, a Master's degree in teaching ESL and a PhD degree in instructional technology, and his research interests. The teacher was an adjunct assistant professor at a Taiwanese university. The students were 17 sophomores who attended school at night and worked part time during the day. Data was collected in two ways: observations of the interactions between the teacher and the students on the social networking site, and interviews with the teacher. There were four categories of interactions in the form of posts to the discussion group page. They were, in order of frequency, students responding to the teacher, the teacher responding to students, students responding to each other, and the teacher responding to his own posts. The researcher noted that students seldom gave peer feedback.

The interview data was transcribed and subsequently analyzed. To increase the reliability of his interview data, Yu (2014) had the teacher validate the interview

transcripts and also compared the interview data with the *Facebook* postings. The interview data showed three recurring themes. The first theme was students' participation. Students were initially reluctant to participate in the discussion page but, through prompting from the teacher, they began to participate more actively in the discussion page. The second theme was making the connection between the two aspects of the class, face-to-face and online. The teacher accomplished this by posting writing prompts online that were directly linked to class content. The last theme looked at the learning opportunities that *Facebook* provided. The students were observed to have more learner autonomy, as they were able to review what had been covered in class in their own time and focus on content that they needed clarification with. Yu noted three ways in which the social networking site was useful. The teacher was able to make use of multimedia resources to enhance his students' learning, the students' familiarity with *Facebook* meant that they were able to use it with relative ease, and *Facebook* alerted the teacher with notifications about posts in a timely manner. The two ways in which *Facebook* might not be beneficial for a teacher are that students might view it as a place purely for turning in homework and may not further utilize it as a discussion tool, and the teacher could not check if the students had read the posts on the discussion page.

Yu's 2014 case study discussed how a teacher made use of a social networking service in his classroom for various reasons. It highlighted how students' attitudes towards social networking sites' use in the classroom can be modified through support from the teacher and over time. This study could be further expanded to include more teachers so as to increase the support for the use of social networking sites in the classroom. Another area that the study could look into further is the perceptions of the

students. Yu garnered his information from observations and interviews with the teacher. Interviewing the students and gaining their perspective, in addition to the teacher's perspective, could increase the credibility of this study. This study's findings relate to the proposed project because it exemplifies that social networking sites can be used in the classroom with positive effects for both teachers and students.

The last study for this theme, students' attitudes towards the use of social media in the classroom, looked at the use of social networking sites in an EFL context. Nikbakht and Boshraadi (2015) wanted to find out if the use of social networking sites as a classroom tool had an effect on students' vocabulary and what students' attitudes were regarding the use of social networking sites for learning vocabulary. A total of 100 EFL students from Iran, aged between 21 and 23, participated in the study. Different samples of a vocabulary test devised by Nation (as cited in Nikbakht & Boshraadi, 2015) were used as the pretest and posttest. These were used to determine the students' vocabulary knowledge before and after the treatment. The students were divided into two equivalent groups, an experimental group and a control group. On top of the treatment, the experimental group was given a questionnaire to ascertain the students' attitudes towards social networking sites as a classroom tool at the end of the study.

Over a period of five weeks, both groups were taught 20 target words, with one difference. The experimental group made use of *Facebook* as a way to practice the target words while the control group was given traditional methods of instruction. The experimental group in Nikbakht and Boshraadi's 2015 study did better than the control group in the post vocabulary test. The experimental group's responses on the attitudes

questionnaire showed that most students felt that the use of *Facebook* had been beneficial to improving their ability to remember vocabulary items.

Nikbakht and Boshraadi (2015) illustrated that the use of social networking sites in the classroom has positive effects on students' learning and attitudes. Nevertheless, the study could have been better if they had expanded on the area of the attitudes questionnaire to also include the control group. In this way, the researchers could have found out the attitudes of students who had not been exposed to social networking sites in the classroom and seen if they also felt it would have been useful for their learning. The responses from the experimental group might have been biased in favor of the use of social networking sites as they had been exposed to the use of *Facebook* as a classroom tool. This study relates to the proposed project as it attests to the favorable opinions that students have with using social networking sites as classroom tools. The studies in this theme provide the foundation for the basis of the proposed project. They have shown that students have positive attitudes towards using social networking sites in the classroom and, thus, support the notion that they should be explored for use in the classroom. The next theme discusses the possible effects that social networking sites have on students when it is used in the classroom.

Increased Engagement/Interaction Through Social Networking Sites

Research has explored the effect of the use of social networking sites as a classroom tool to determine if the effects are positive, negative, or neutral/insignificant. This theme will explore the nature of these effects in both English as a second language (ESL)/English as a foreign language (EFL) and non-ESL/EFL contexts. Junco et al. (2011) investigated whether the use of *Twitter* would have an effect on college student

engagement and grades. In a non-ESL/EFL setting, they studied 118 pre-health majors and split the group into an experimental group and a control group. *Twitter* was used with the experimental group for academic and co-curricular discussions while the control group only used *Ning*, an online customizable social network. The experimental group had access to *Ning* as well and was trained to use *Twitter*. The students' engagement levels were determined from the administration of an engagement questionnaire at the onset of the study. They were given the same questionnaire at the end of the study. The two scores were then compared for differences. The students' grade point averages were used to track the effect on their grades. These were also noted at the beginning and at the end of the study.

Junco et al. (2011) found that students in the experimental group, the *Twitter* group, had increased student engagement, both between students and with faculty, and also had higher grade point averages for the semester over the control group. Specifically, the researchers concluded that the use of *Twitter* allowed for both "students and faculty [to be] highly engaged in the learning process" (Junco et al., 2011, p. 119). When they took an in-depth look at the *Twitter* interactions, they noted that the students would encourage and interact with each other for an extended period of time that ranged from hours to days. This was far beyond their typical contact time of an hour a week.

The study by Junco et al. (2011) highlighted the positive effects that the use of social networking sites could have on student engagement/interaction. However, it could have been improved by extending the duration of the study for longer than a semester. This would have helped to ascertain if the improvements in student engagement and interaction were due to the use of *Twitter* and not the novelty of the tool. The findings in

this study are reflected in the proposed project through the idea that the use of social networking sites would serve to increase student interaction and engagement with their classmates and teachers. This would provide students with more exposure to English on top of classroom time.

Casey and Evans (2011) also explored the use of social networking sites in the classroom and its effects on students in a non-ESL/EFL setting, Australia. Instead of college-age students, the participants in their study were 150 adolescents aged 13-16. The researchers wanted to know the amount of support students needed to deal with an online learning environment. Making use of qualitative methods, they analyzed students' interactions with each other and with the teacher. This study made use of the *Ning* social networking site, a paid, customizable online social network that is most similar to *Facebook*. For one semester, the students were required to work on online projects using *Ning*. They were also allowed to use *Ning* for other purposes including social purposes such as promoting one's ideas or interests or increasing one's popularity and airing one's frustrations.

Casey and Evans (2011) observed that the students were engaged on *Ning* in a variety of ways. Not only did they use it for schoolwork, they also used it for socialization and for supporting their peers. The researchers were particularly interested in how the students used *Ning* to provide constructive feedback to their peers. At first, students had to be prompted to provide the feedback for school projects. As students became accustomed to providing and receiving feedback, students began to offer feedback to peers without prompting. The feedback was generally well received and it seemed that the students found peer feedback to be a valuable resource for improving on

their projects. The researchers also found that the quality of the students' work was better due to the wider audience that *Ning* afforded. Students were not only working within their own grades but also with students from other grades. *Ning* offered the students the ability to be anonymous to their peers and this gave some of the students confidence in their responses. For example, the researchers noted that younger students were able to interact with older students as equals.

Casey and Evans' 2011 study illustrated the benefits of using social networking sites as a classroom tool. The students in their study had increased learner autonomy, learned to become facilitators and providers of constructive feedback, produced better work, and were more confident. This study focused on qualitative methods but as the researchers had close ties to the school, one of the researchers was a teacher at the school, they could have made use of quantitative methods to track the students' grades and also further elaborate on how the quality of the students' work had improved. Similar to Junco et al. (2011), this study only observed the students for one semester. As such, it could have been improved by extending the study for more than a semester to determine if the benefits had staying power. These findings relate to the proposed project as it highlights why social networking sites should be used as a classroom tool.

Junco et al. (2011) and Casey and Evans (2011) both observed only one group of students in their study. In contrast, Kent (2013) did a comparison between three groups of students in higher education to ascertain whether the use of *Facebook* alongside learning management systems such as *Blackboard* would significantly affect students' engagement and interaction levels. The students were divided into three groups based on the period in which they took the class. The majority of the students were based in

Australia. A small fraction of the students were taking the class in other countries as part of an online course. The control group had 23 students, all of whom were enrolled in the class as online students. They were the first group of participants to take the class. They only used *Blackboard* for their online discussions. The second group of students was a mixture of 25 online and on-campus students. The last group of students was fully online and there were 45 students. These two groups utilized both *Blackboard* and *Facebook* for their online discussions.

Kent (2013) tracked and compared the students' usage of *Blackboard* and *Facebook* for the duration of their course, 13 weeks. For the groups that utilized both *Blackboard* and *Facebook*, there was no significant change in the participation level on the *Blackboard* discussion board. Comparatively, there was a significant change in the participation level for the *Facebook* discussion board. The students in the experimental groups used *Facebook* for discussion much more than they used *Blackboard*. The students who used both *Blackboard* and *Facebook* were also noted to post more on the discussion boards as compared to the students who only used *Blackboard*. An analysis of the types of posts elucidated that *Facebook* posts resulted in more external content such as learning resources. There was also more discussion about assignments and administrative issues on the *Facebook* discussion board. The posts on *Blackboard* focused mainly on learning materials and assignments. Finally, Kent compared the length of posts to the number of posts. He found that while the *Facebook* discussion board led to more posts, they were shorter in length. There were up to 37 posts per student with about 100 words per post. There were less *Blackboard* posts but they tended to be more in-depth; up to two posts per student in the range of 100-400 words.

Kent's 2013 study emphasizes how the use of social networking sites such as *Facebook* can have a positive effect on students' participation and engagement in class. This occurs even when used in addition to an existing learning management system, *Blackboard*. This clearly illustrates the benefits that social networking sites can have as a classroom tool and also students' preferences when it comes to participating and engaging in an online environment. The study would have been better if the groups were more homogenous in size, especially since the last group had almost double the number of students as the control group and the second group. Another aspect that the study could have expanded on is to establish reasons for why the students did not make use of *Blackboard* as much as they used *Facebook*. The findings are reflected in the proposed project as it indicates that students are more likely to use a social networking site such as *Facebook* rather than a learning management system such as *Blackboard* to interact and engage with their peers and teachers.

The next two studies examined the use of *YouTube* as a classroom tool and its effect on student engagement. Lee (2014) designed an ESL lesson plan that used singing as a way to make English lessons more engaging and interesting for students. The students accessed the target songs via *YouTube*. The aim of the study was to further develop students' listening skills and to increase students' vocabulary knowledge by introducing them to common English phrases, sentence structures, and popular American cultural references. Over a period of 10 weeks, 15 students were presented with a cloze test using the target song lyrics. The students had to fill in the missing lyrics while listening to the song. Each song was played a total of three times. Between the second and third song playing, the students were provided with instruction on the content of the

song lyrics as well as led in a discussion on the song lyrics. Students were encouraged to sing along in the third and final playing of the song. Based on student feedback, the initial song list was adjusted to reflect students' interests. The students actively participated in the class by demonstrating examples and were interested to learn about American culture.

Lee's 2014 study clearly illustrates how social networking sites can be used purely for informational purposes and for making classes more interesting and engaging for students. This is largely because of the presence of technology in today's world. Although the researcher attained her goal of increasing the interest level and interactivity of her class, it could have helped if she had identified how the students actively participated and if there was an increase in their participation due to the changes in the content of the lesson. The findings relate to the proposed project as they pinpoint that it is relatively easy to incorporate social networking sites into the classroom and increase student engagement and interaction within the classroom setting itself.

Kennedy (2014) also investigated the use of *YouTube* in an EFL classroom. The study demonstrates how a lesson plan involving *YouTube* could be used in the classroom. *Twitter* was also used in this study as a more immediate form of communication than email. This study made use of more elements of *YouTube* than Lee (2014) did. The participants in this study were 28 students enrolled in a compulsory oral presentation English course at a Hong Kong university. There were six surveys collected for this study. The first survey sampled students from various years and disciplines in the university on their experiences with technology. This survey was also given to all incoming first-year students for the years 2009, 2010, and 2011, and to the 28 students participating in the research study. As a result, the survey was given a total of three times

to various groups of students. The fourth survey focused on the university faculty and their perceptions regarding the use of technology in the classroom. The fifth survey identified the applications that the participants found most useful to their learning. The last survey was used to find out how the participants made use of the small mobile device, an iPhone, that they were provided with for the purposes of the study. The researcher also made use of qualitative data. A total of seven interviews were conducted with the participants, including focus groups, a SWOT analysis, and class discussions. The researcher also collected each of the three videos made by each participant as part of the class as well as the self, peer, and teacher evaluations of the videos. The last qualitative data that was collected was university faculty focus groups to aid in further understanding their perceptions towards the use of technology in the classroom.

The first survey highlighted that over 90% of the university's students had cellphones, hence, drawing support for the notion that cellphones could potentially be an educational tool. By the end of the study, the participants were shown to be using iPhones more than their peers. Kennedy (2014) concluded that students' exposure to technology for a specific learning environment will increase the students' usage of it in other learning environments as well. The participants in this study were shown to have used their cellphones to actively augment their learning by either downloading applications that had to do with language learning, news services, or English-Chinese dictionaries, or using built-in phone tools such as the sound recorder to record lectures.

The results of Kennedy's 2014 study all point to the fact that students who use technology in the classroom will be more likely to use technology outside of the classroom for learning as well. The participants used *YouTube* to post videos of their oral

presentations and received feedback from their classmates via the discussion board option of *YouTube*. The teachers observed that there were improvements in the students' quality of work. This study could have been better if more details had been provided about the intervention that was used with the participants and how the students made use of *YouTube* and *Twitter* as part of their class. Another way that the study could have been improved was to provide empirical evidence of the improvements in the students' work. The study relates to the proposed project as it underlines how technology can be used to engage students both in and out of classrooms by providing them with the right tools and applications.

The last study in this theme looked at the use of *Twitter* as a classroom tool in an EFL setting. Ahmed (2015) explored whether there would be differences in students' writing if *Twitter* was used as a classroom tool, and whether there would be differences in their writing scores. 60 students at a university in Saudi Arabia participated in the study. At random, two classes were chosen for the study. The experimental group would make use of *Twitter* to write their essays, while the control group would use the traditional way, a typed or handwritten essay, to write their essays. The researcher designed a writing test and administered it to both groups at the onset of the study and at the end of it.

To begin the study, the experimental group received instruction on how to set up their *Twitter* accounts and then added the teacher's and their peers' account to their *Twitter* feed by following them. To familiarize the participants with *Twitter*'s functions, the teacher would post content questions onto *Twitter* and the participants were required to respond via *Twitter* in class. They were also tasked with summarizing reading materials on *Twitter* and to respond to questions posted by the teacher on *Twitter*. All of

the tweets, the prevalent name for posts made on *Twitter*, were analyzed by the researcher to establish whether they were topically relevant, grammatically or syntactically effective, and astute in nature. The teacher would also conduct a quick discussion on the tweets posted each week during the class meetings. The participants were prompted to keep interacting with their peers and teacher via *Twitter*. The control group also met for the same amount of time but stuck strictly to oral or paper discussions of the reading material. Both groups were given the same writing exercises and ended with a five-paragraph essay. External teachers, using a rubric prepared by the researcher, scored the essay.

The results of Ahmed's 2015 study showed that in the posttest, the experimental group did better than their pretest, both overall and in the sub-skills. They also did better than the control group in both overall as well as on all the sub-skills of writing. The researcher inferred that this difference is most likely due to the use of *Twitter*. This study provides support for the use of *Twitter* as a classroom tool due to the benefits that it can have in writing. While it does not explicitly describe how students are more engaged, it does mention encouraging students to use *Twitter*. It could have helped to determine whether increased engagement, through the encouragement of using *Twitter*, was a factor in improving the students' scores. It can be inferred from the study that as students were prompted to use *Twitter*, they could have used *Twitter* outside of instruction time as well. These findings relate to the proposed project because they illustrate the effectiveness of the use of one type of social networking site, *Twitter*, in the classroom.

Summary

The themes explored in this literature review center around the issue of student motivation and autonomy in the ESL classroom. It first examined how classroom materials have varying degrees of authenticity and, consequently, that there is a need for ESL teachers to include authentic tasks and materials in their classroom. Jiang (2006) and Kim (2010) highlighted that the use of decontextualized texts can result in students being ill equipped to tackle real-life situations in English. Illés' 2009 study of a dated English language textbook series used in Hungary demonstrated that it is possible to create materials that appeals to learners by having a suitable topic and appropriate literary devices. Comparatively, Chan (2013) cautioned that it is possible to create unrealistic and odd materials in an attempt to be authentic. Clavel-Arroitia and Fuster-Márquez (2014) also found that authenticity was difficult to achieve in textbooks as most texts were modified for length, vocabulary, or both. Through the use of social networking sites, the issue of incorporating authentic materials without modification into the classroom can be circumvented when teachers and students bring in direct sources such as a news article by simply sharing a link.

The second theme discussed in the literature review looked at students' attitudes and social networking sites. In general, all the studies in this theme concluded that students, whether in English as a second language (ESL)/English as a foreign language (EFL) settings or non-ESL/EFL settings, had positive attitudes towards the use of social networking sites in the classroom. However, the main issues were students' familiarity with computer technology (Huang & Hung, 2013; Son, 2007; Yu, 2014) and teachers' utilization of the technological tools (Mao, 2014; Yu, 2014). These studies provide

support that social networking sites would appeal to students as a supplementary or alternative way to support their learning of English, increase their motivation as well as their autonomy as learners.

The last theme focused on the effects of social networking sites as a classroom tool. The studies in this theme found that social networking sites had positive effects on students. The positive effects include increased engagement between students and with teachers (Ahmed, 2015; Casey & Evans, 2011; Kent, 2013; Junco et al., 2011; Kennedy 2014; Lee, 2014), better grades/work (Ahmed, 2015; Casey & Evans, 2011; Junco et al., 2011; Kennedy, 2014), and students as facilitators and providers of constructive feedback (Casey & Evans, 2011; Kennedy, 2014). These studies show that the positive effects of the use of social networking sites as a classroom tool include increasing students' motivation and learner autonomy, but also have the possible added effect of improving their grades.

Social networking sites are an invaluable tool that teachers could easily implement in their classroom with the right guidance and by using existing mobile devices such as cellphones and tablets. Yet, the existing literature has not fully investigated the potential of social networking sites as a classroom tool. The focus of the research has remained on older social networking sites such as *Facebook* and *Twitter* and only for certain aspects of English such as writing and speaking. Hence, the proposed project seeks to expand the scope of research to include more social networking sites such as *Instagram* and *Snapchat* and more areas of English such as vocabulary, grammar, reading, and listening.

CHAPTER III THE PROJECT AND ITS DEVELOPMENT

Description of the Project

This project contains four parts: Each unit contains an introduction and how-to guide for a specific social networking site. This is followed by five activities tied to the social networking site for the unit and corresponding to one of the following language areas: 1) Grammar, 2) Vocabulary, 3) Listening and Speaking, 4) Reading, and 5) Writing. The introduction provides a short description of each type of social networking site, *Facebook*, *Instagram*, *Snapchat*, or *Twitter*, followed by a detailed explanation of how to set up a social networking account for the specific social networking site of the chapter. It will also describe how to use aspects of the social networking sites such as posting on the social networking sites, tagging other users in posts, setting up discussion groups and hashtags, sending direct messages as well as saving media and posts. There will be at least one activity per language area, for a minimum total of four activities per social networking site. The activities can be used for introducing new concepts, reviewing previously taught concepts, or enriching existing class materials. The teacher should begin with the social networking site that her students are most familiar with. A brief overview of the activities is listed in the table below.

	<i>Facebook</i>	<i>Instagram</i>	<i>Snapchat</i>	<i>Twitter</i>
Grammar	What's Wrong?	Name That Grammar!	Is That Right?	Tweet A Grammatically Correct Sentence!
Vocabulary	One-word Clue, One-word Answer, 10 Letters	What's In A Photo?	Guess The Word!	Tweet A Synonym, An Antonym, Or A Photo
Listening & Speaking	Audio Diary	Speak Your Mind In 15s	My Day In 10s Intervals	30s - Discuss And Respond!

Reading	Around The World	International Idioms	Speed Reading - How Much Do You Remember?	What Does It Mean? (Making Inferences)
Writing	Persuasion - Supporting Ideas With Valid Reasons	Writing Chain - Describe And Tag	Narrative Writing: <i>My Story</i> As A Storyboard	Inform In 140 Characters

The criterion for acceptable overall performance for the activities is set at 80%.

This percentage was chosen as it is a realistic and attainable percentage for a student who has understood what has been taught and is able to apply it to his or her work.

Development of the Project

The main purpose of this project is to increase students' motivation and their autonomy as learners in ESL classes in the U.S. As an ESL teacher, I am constantly striving to keep students motivated and interested in their lessons. Often, the content in the textbook that I have to use is outdated, and so unfamiliar that my students have to repeat decontextualized conversations that are seemingly unrelated to their experiences. As such, I find myself trying to supplement the classroom material to make my lessons more engaging and meaningful for my students. An example of outdated textbook content is a chapter that focused on celebrities. As part of a speaking activity, the students were tasked with matching celebrities with their corresponding film. Unfortunately, the celebrities and movies that were included in the task were from the 1990s and my students, most of whom were born in the 1990s, had no idea who they were. Instead of talking to their partners, they ended up looking up the celebrity on their smartphones and completing the task on their own. Consequently, I had them look up and share

information on their favorite actor/actress and movie instead, as a way to supplement the speaking activity.

The textbook that I use with my classes has a section entitled *Using English in Real-life Situations*. It focuses on using English within a prescribed context such as at the airport or in a café. While the situations that are used in the textbook are very practical for a student to have knowledge of, the tasks designed to provide students with practice of the target language are unauthentic. Instead of responding with their own responses, the students are tasked with repeating the prescribed responses of a character within the textbook. A quick glimpse at my students' facial expressions will inform me that they find this task boring and uninspiring.

Concerned that my students frequently encountered outdated content and inauthentic contexts, I began talking to my colleagues and classmates to find out if they had the same experiences that I did. Most, if not all of them, concurred with what I had experienced. My colleagues had also taken to supplementing their ESL classes with materials from other sources or the Internet. One colleague used comics, another would bring in songs that were currently popular, and a third colleague would recreate the *Practical English* contexts used in the textbook by either bringing his students on a field trip or having his students act out the situation. Some of my classmates were EFL learners and they had firsthand experience with inauthentic contexts. They shared that they did not realize that the contexts were inauthentic until they had experienced the situations in real-life. In fact, they found that a lot of what they had learned in their textbooks was almost entirely different from what they encountered in real-life.

It was around this time that I was trying to choose a topic for my field project. I had initially been interested in developing vocabulary in ELLs through the use of comic books. I soon found that I was not knowledgeable enough on comic books to produce a feasible handbook and decided to change my topic. I brainstormed several ideas before narrowing it down to the use of social networking sites as a classroom tool. I had a keen interest in social networking and was reasonably proficient in using some of them, namely, *Facebook*, *Instagram*, *Snapchat*, and *Twitter*. I also noticed that my students were frequent users of social networking sites as they would be on those sites during their breaks and sometimes, even in class. This made me think that I could somehow use social networking sites as a classroom tool. Feeling unsure about the applicability of my topic to the ESL world, I consulted with one of my professors about it. In our consultation, he reacted very positively and enthusiastically to my idea and even gave me a problem statement: ESL class material is disconnected from the real world and students have no interest and lack the motivation to learn/participate in class.

I began researching the issue and found that authenticity of materials was a huge talking point among ESL/EFL researchers and educators and that the use of social networking sites had been explored as a viable classroom tool. I continued to read up on the literature and realized that *Facebook* was the main social networking site used as a classroom tool, followed by *Twitter*. Through my experience with other forms of social networking sites, *Instagram* and *Snapchat*, I felt that they also had the potential to be used as classroom tools and sought to develop a project based on the use of social networking sites as supplementary ESL classroom tools.

The Project

SUPPLEMENTING ESL CLASSROOM ACTIVITIES USING SOCIAL MEDIA FOR YOUNG ADULT LEARNERS



BY CLAIR YEO



Facebook

1	Introduction/Setup
2	Grammar a. Introduction Activity b. Review Activity: What's Wrong?
3	Vocabulary a. Introduction Activity b. Review Activity: One-word Clue, One-word Answer, 10 Letters
4	Listening & Speaking a. Introduction Activity b. Review Activity: Audio Diary
5	Reading a. Introduction Activity b. Review Activity: Around The World
6	Writing a. Introduction Activity b. Review Activity: Persuasion - Supporting Ideas With Valid Reasons



Instagram

1	Introduction/Setup
2	Grammar a. Introduction Activity b. Review Activity: Name That Grammar!
3	Vocabulary a. Introduction Activity b. Review Activity: What's In A Photo?
4	Listening & Speaking a. Introduction Activity b. Review Activity: Speak Your Mind In 15s
5	Reading a. Introduction Activity

	b. Review Activity: International Idioms
6	Writing a. Introduction Activity b. Review Activity: Writing Chain - Describe And Tag



Snapchat

1	Introduction/Setup
2	Grammar a. Introduction Activity b. Review Activity: Is That Right?
3	Vocabulary a. Introduction Activity b. Review Activity: Guess The Word!
4	Listening & Speaking a. Introduction Activity b. Review Activity: My Day In 10s Intervals
5	Reading a. Introduction Activity b. Review Activity: Speed Reading - How Much Do You Remember?
6	Writing a. Introduction Activity b. Review Activity: Narrative Writing - <i>My Story As A Storyboard</i>



Twitter

1	Introduction/Setup
2	Grammar a. Introduction Activity b. Review Activity: Tweet A Grammatically Correct Sentence!
3	Vocabulary a. Introduction Activity b. Review Activity: Tweet A Synonym, An Antonym, Or A Photo

4	Listening & Speaking a. Introduction Activity b. Review Activity: 30s - Discuss And Respond!
5	Reading a. Introduction Activity b. Review Activity: What Does It Mean? (Making Inferences)
6	Writing a. Introduction Activity b. Review Activity: Inform In 140 Characters

The photos used in this project are either the author's own images or were sourced from *Google* Images. All photos are the property of their respective owners. Please use the links to get to the original photos.

The screenshots used in this project were taken from the respective websites of the source. Please use the links to get to the original websites for further information if needed.

Unit 1: Facebook

INTRODUCTION/SETUP

1. Starting An Account: <https://www.facebook.com/help/188157731232424>

How do I sign up for Facebook?

If you don't have a Facebook account, you can sign up for one in a few steps:

1. Go to www.facebook.com.
2. If you see the signup form, fill out your name, email address or phone number, password, birthday and gender. If you don't see the form, click **Sign Up**, then fill out the form.
3. Click **Sign Up**.

Once you sign up, you'll need to confirm your email address or phone number. We'll send you either an email or a text message to help you confirm your account.

Get help if you didn't receive a mobile confirmation code or if you didn't receive your confirmation email.


2. Group Page

- a. Setting Up: <https://www.facebook.com/help/167970719931213>

How do I create a group?

To create a group:

1. From your home page, go to the **Groups** section on the left side menu and click **Create Group**.
2. Click **+ Create New Group** at the top of the page. A window will appear, where you'll be able to add a group name, add members and select the privacy settings for your group.
3. Click **Create** when you're done.

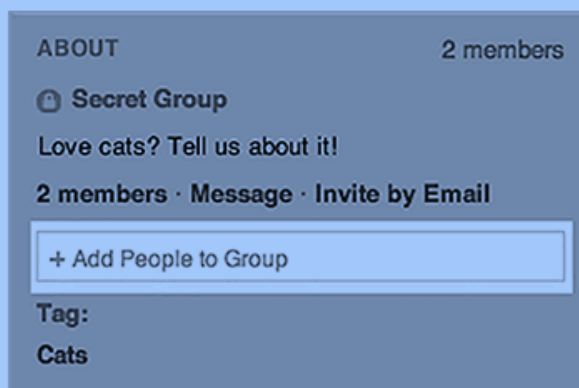
Once the group is created, you'll be taken to the group. To get started, click  at the top right of the group and select **Edit Group Settings**. From here you can add a group description, tags, set a group email address and add a group picture.

- b. Adding Members: <https://www.facebook.com/help/162550990475119>

How do I add new members to a group?

To add new members to a group:

1. Go to the group
2. Click the **+ Add People to Group** field in the right column
3. Type your friends' names and click on them to add them to the group



For all types of groups—Public, Closed and Secret—group members can add their friends. Other people can request to join a public or closed group and be confirmed by a group admin. You can invite people you're not friends with to join the group by clicking **Invite by Email** in the top right of your group.

c. Managing Posts: <https://www.facebook.com/help/418065968237061/>

▼ People have reported posts to me in a group I admin. How can I manage these reports?

As group admin, you'll see a notification in your group when someone reports a post to you. This feature lets group members highlight posts for you to review for any reason (ex: inappropriate or offensive posts). To manage a reported post, click the notification and then choose to:

- Ignore it by removing it from the report queue
- Delete the post
- Delete the post and block the member who created the post

To report the post to Facebook, find the post on your group's wall, click ▼ and then choose **Report as Abuse**. Keep in mind that reports are anonymous.


▼ How do I remove posts by group members?



If you're a group admin, you can remove most posts in your group by clicking ▼ next to the post you want to remove and selecting **Delete Post**.

Choose **Report/Mark as Spam** to report spam or abusive posts to Facebook.

▼ Can I review posts before they appear for a group I admin?

If you're the admin of a group, you can turn on post approval to review posts before they appear:

1. Go to your group and click  in the top-right corner
2. Select **Edit Group Settings**
3. Check the box next to **Post Approval**
4. Click **Save**

You'll get notified when posts are waiting to be approved. Click  next to an individual post to approve it, or click  to ignore it. Keep in mind that any group admin can approve a post.

d. Tagging Members:

<https://www.facebook.com/help/community/question/?id=10202045925262370>

Joe Marcus 1 answer

15 of 16 people found this helpful

Notify all group members with @mention

You can now @mention all group members so that you could notify them in their activity stream and also by email with your comments or microblogging on any content.

To mention all group members, simply enter @ followed by the group name or just type @group:"groupname" into any comment area, microblogging entry or a discussion

e. Adding External Links/Media:

<https://www.facebook.com/help/192946630752330>

<https://www.facebook.com/help/265435626889287/>


How do I share a link on Facebook?

To share a link, enter the URL into the share menu at the top of your Timeline or homepage. You can include a message next to your link if you like. Be sure to set privacy before you post, then click **Post**.

While you're browsing the web, you may also see opportunities to post links back to Facebook. Clicking a Like or Recommend button on another website can create a story for you on Facebook.

▼ How do I upload photos or videos to a group?

To share photos or videos with a group:

1. Click  **Add Photo/Video** at the top of the group
2. Pick a sharing option:
 - **Upload a Photo/Video** lets you pick a single file to share
 - **Create Photo Album** lets you organize multiple photos in an album to share with the group
3. When you're ready to share, click **Post**


Any member of the group can add photos to a group album. Group photos are only visible to other members, and only group members can be tagged in group photos.

f. Direct Messaging:

<https://www.facebook.com/help/418065968237061/>

▼ How do I start a chat with members of a group I'm in?

To start a chat with members of a group you're in:

1. Click  in the top-right corner of a group you're in and select **Send Message**
2. Click to check the boxes next to the people you want to message, or click **Select All** to message the entire group
3. Click **Start Chat**

Depending on the size of the group, you may not be able to start a chat with everyone in it.

Note: Anyone in the conversation can add other people, whether those people are in the group or not. Anyone added will be able to see all of the previous messages in the conversation.

3. Introduction Activity: To ensure that students know how to use *Facebook*
 - a. Teacher (T) to post an introduction on the group page, with amendments made for the words in parentheses:
 - i. "Welcome to the group page for (Class Name/School)! To make sure that you know how to use this page, please post an introduction of yourself and include a photo."
 - b. T then posts her own introduction with a photo and acknowledges each student's posts by liking them.

GRAMMAR

Introduction Activity

Description: Students (SS) are introduced to the target grammar using multimedia.

Language Objective: SS will use target grammar to identify sentences from multimedia and create their own sentences with accompanying photos/videos.

Content Objective: SS will learn about the target grammar.

Assessment: SS should be able to identify at least 4 examples of the target grammar from the video and form at least 1 sentence that accompanies a photo/video of themselves demonstrating the target grammar.

Planning Time: 15-20 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

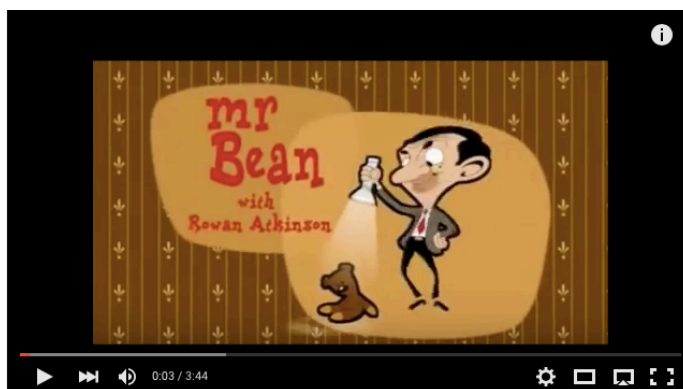
1. Teacher (T) posts the definition of target grammar on group page. The definition used should be in line with the definition given in the textbook used with the class.
2. T then posts link to *YouTube* video about target grammar and tasks SS with finding examples of the target grammar from the video and listing them, with amendments made for the words in parentheses: “List at least 5 (target grammar) you see in the video.”
3. SS reply to post.
4. T acknowledges SS’ responses by liking their posts/replies.
5. T posts a photo/video of herself with a sentence involving target grammar.
6. T tasks SS to do the same. SS should respond with a post involving a photo or a video accompanied by a sentence.
7. T acknowledges SS’ responses by liking their posts/replies.

Sample Introduction Activity

Target Grammar: Present Continuous

1. T posts the following text on group page:
 - a. “The Present Continuous Tense is used to describe an action that is occurring right now.”
 2. T then posts a link to a *YouTube* video about present continuous. (<https://www.youtube.com/watch?v=nTeGorY3rg4>) with the question: “List at
-

least 5 Present Continuous Tense that you can see in the video.”



3. SS respond by replying to T's video link post.
4. T acknowledges SS' responses by liking each post/reply.
5. T posts a photo of herself with a sentence about what she is doing. "I am smiling. What are you doing?" (Author's own image)



6. T tasks SS to do the same. Remind them that they can also post a video.
7. T acknowledges SS' responses by liking each post/reply.

Review Activity: What's Wrong?

Description: SS are provided with a sentence, paragraph, or story and have to identify and then correct target grammar error.

1. Sentence: 1 error/sentence, at least 10 sentences.
2. Paragraph: up to 5 errors/paragraph, at least 2 paragraphs.
3. Story: up to 10 errors/story, at least 400 words.

Language Objective: SS will revise a sentence, paragraph, or story using the target grammar.

Content Objective: SS will be able to identify target grammar errors within the text and

decide what the correct grammar is.

Assessment: SS should be able to correct at least 80% of the target grammar errors found within the text.

Planning Time: 15-20 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

*The “Post Approval” setting must be turned on before this activity begins so that SS cannot see each other’s answers. To turn on the “Post Approval” setting, please refer to the Setup guide.

Activity Format - Sentence:

1. T posts the following text on the group page, with amendments made for the words in parentheses:
 - a. “I will be posting 10 sentences that you will need to correct. Each sentence will have one (target grammar) error. Below is a sample sentence that has been corrected.
 - b. Sample: (Provide sample sentence with target grammar error).
 - c. Correction: (Provide sample corrected sentence with correct target grammar).
 - d. Please post the whole sentence with the corrected grammar. You will get 1 point for each correction.”
2. T then posts the sentences, 1 sentence to a post so SS can respond to each post in kind.
3. T acknowledges SS’ responses by liking each post/reply.
4. T should encourage SS to discuss how they know which part of speech to correct and spelling rules for the target grammar (if any).

Activity Format - Paragraphs/Story:

1. T posts the following text on the group page, with amendments made for the words in parentheses:
 - a. “I will be posting (number of paragraphs) paragraphs/a story that you will need to correct. There will be (number of target grammar) errors. Find the sentences that have errors in them and post each complete sentence with the corrected grammar. You will get 1 point for each correction.
 - b. Below is a sample sentence that has been corrected.
 - c. Sample: (Provide sample sentence with target grammar error).
 - d. Correction: (Provide sample corrected sentence with correct target grammar).”
 2. T then posts the paragraphs/story.
-

3. T acknowledges SS' responses by liking each post/reply.
 4. T should encourage SS to discuss how they know which part of speech to correct and spelling rules for the target grammar (if any).
-

Sample Review Activity - Sentence

Target Grammar: Simple Past

1. T posts the following text on group page:
 - a. "I will be posting 10 sentences that you will need to correct. Each sentence will have one Simple Past error. Below is a sample sentence. The corrected sentence follows it.
 - b. Sample: Yesterday, Jane goes to the market with her mother.
 - c. Correction: Yesterday, Jane went to the market with her mother.
 - d. Please post the whole sentence with the corrected grammar. You will get 1 point for each correction."
 2. T then posts the sentences, 1 sentence to a post so SS can respond to each post in kind.
 3. T acknowledges SS' responses by liking each post/reply.
 4. T should encourage SS to discuss how they know which part of speech to correct, spelling rules for regular past tense verbs, and irregular past tense verbs.
-

Sample Review Activity - Paragraphs

Target Grammar: Simple Past

1. T posts the following text on the group page:
 - a. "I will be posting 2 paragraphs that you will need to correct. There will be 10 Simple Past errors. Find the sentences that have errors in them and post each complete sentence with the corrected grammar. You will get 1 point for each correction.
 - b. Below is a sample sentence. The corrected sentence follows it.
 - c. Sample: Yesterday, Jane goes to the market with her mother.
 - d. Correction: Yesterday, Jane went to the market with her mother."
 2. T then posts the two paragraphs.
 3. T acknowledges SS' responses by liking each post/reply.
 4. T should encourage SS to discuss how they know which part of speech to correct and spelling rules for the target grammar (if any).
-

Sample Review Activity - Paragraphs

Target Grammar: Simple Past

1. T posts the following text on the group page:
 - a. “I will be posting 2 paragraphs that you will need to correct. There will be 10 Simple Past errors. Find the sentences that have errors in them and post each complete sentence with the corrected grammar. You will get 1 point for each correction.
 - b. Below is a sample sentence. The corrected sentence follows it.
 - c. Sample: Yesterday, Jane goes to the market with her mother.
 - d. Correction: Yesterday, Jane went to the market with her mother.”
2. T then posts the two paragraphs.
3. T acknowledges SS’ responses by liking each post/reply.
4. T should encourage SS to discuss how they know which part of speech to correct and spelling rules for the target grammar (if any).

VOCABULARY

Introduction Activity

Description: Students (SS) are introduced to the target vocabulary using photos/videos.

Language Objective: SS will list down target vocabulary from a video and create phrases of their own, involving the target vocabulary, using their own photos/videos.

Content Objective: SS will learn about target vocabulary and be able to use it in the appropriate situation.

Assessment: SS should be able to list at least 4 of the target vocabulary from the video and form at least 1 phrase that accompanies a photo/video of themselves demonstrating the target vocabulary.

Planning Time: 20 minutes

Activity Time: In class: 40-60 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

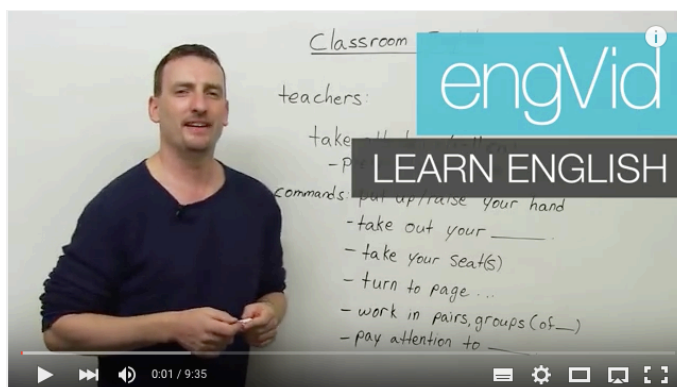
1. Teacher (T) posts an introduction about the vocabulary theme, with amendments made for the words in parentheses:
 - a. “Today, we are going to look at (name of theme) language. This video will introduce you to some of the common phrases that you will hear in the (place of theme).”
2. T then posts link to a *YouTube* video about vocabulary theme and tasks SS with writing down any words or phrases that they don’t understand.
 - a. “While watching, note down any words or phrases that you don’t understand and post a reply listing them. Either your classmates or I will

- respond with an explanation.”
3. S reply to T’s post with any words or phrases that they need help with. T or other SS can respond to these posts.
 4. Task #1: In pairs, SS list phrases from the video that they have heard before from memory or watching the video again.
 - a. “In pairs, either from memory or watching the video again, list all the phrases that you’ve heard before. Include a photo/video in your reply and also remember to put both your names down.”
 - b. If applicable, they should include a photo or video of the word/phrase.
 - c. SS should be reminded to put both their names down in the reply.
 5. T acknowledges SS’ responses by liking their posts/replies.
 6. Task #2: In the same pairs, SS think of at least one phrase that is used in the same situation but isn’t in the video.
 - a. “In the same pairs, think of at least 1 phrase that is used in the same situation but isn’t shown in the video. When you have chosen a phrase, post a video or a photo, demonstrating the phrase. Here is an example video.”
 - b. T posts a video/photo of herself demonstrating the phrase along with text describing the phrase.
 7. SS reply to T’s post with a video or photo of their chosen phrase with the required accompanying text.
 8. T acknowledges SS’ responses by liking their posts/replies.
-

Sample Introduction Activity

Vocabulary Theme: Classroom Language

1. T posts an introduction to the vocabulary theme: Classroom Language
 - a. “Today, we are going to look at classroom language. This video will introduce you to some of the common phrases that you will hear in the classroom.”
 2. T posts link to video for SS to watch
(<https://www.youtube.com/watch?v=OqaL1YP0pNM>).
-



- a. “While watching, make a note of any words or phrases that you don’t understand and post a reply listing them. Either your classmates or I will respond with an explanation.”
3. SS reply to T’s post with any words or phrases that they need help with. T or other SS can respond to these posts.
4. Task #1: T then tasks SS to list phrases from the video that they have heard being used in their classroom by posting the following text:
 - a. “In pairs, either from memory or watching the video again, list all the phrases that you’ve heard in your classroom. Remember to put both your names down in the reply.”
5. SS reply to T’s post, listing the phrases of classroom language and signing off with their names.
6. T acknowledges SS’ responses by liking their posts/replies.
7. Task #2: T tasks SS to think of at least one phrase that is used in the classroom but isn’t in the video.
 - a. “In the same pairs, think of at least 1 phrase that is used in our classroom but isn’t shown in the video. When you have chosen a phrase, post a video or a photo, demonstrating the phrase. Here is an example video.”
 - b. T posts a video/photo of herself covering the text with the following text: “Cover the text.”
8. SS reply to T’s post with a video or photo of their chosen phrase with the required accompanying text.
9. T acknowledges SS’ responses by liking their posts/replies.

Review Activity: One-word Clue, One-word Answer, 10 Letters

Description: SS review previously taught vocabulary in an online adaptation of a game using one word synonyms/associations.

Language Objective: SS will use vocabulary words to answer one-word clues given by T.

Content Objective: SS will expand their vocabulary knowledge by making word associations.

Assessment: SS should be able to get at least 80% of the words correct.

Planning Time: 10-15 minutes

Activity Time: 20-30 minutes

*The “Post Approval” setting must be turned on before this activity begins so that SS cannot see each other’s answers. To turn on the “Post Approval” setting, please refer to the Setup guide.

Activity Format:

1. T posts the following text on the group page, with amendments made for the words in parentheses:
 - a. “Today, we’ll be reviewing some of this week’s vocabulary. I will list down clues for 10 words. The first letter of each word will correspond to a letter of the alphabet. What this means is: the first word will start with the letter, (choose a letter to start with), the second word will start with the letter, (the corresponding letter), the third word with (the next corresponding letter) and so on... until the tenth word, which will start with the letter, (the last letter). For each word, I will post one-word clues, one at a time, until someone guesses the correct word. I will also include the letter that the word starts with. I will then move on to the next word. Are you ready?”
2. SS like the post to indicate that they are ready.
3. T posts clues, one at a time.
4. For each clue, SS should try and post a reply.
5. T to review all SS’ post and note down which SS were able to get correct.
6. T to approve all posts and post the correct answers once the activity is over.

Sample Review Activity

1. T posts the following text on the group page:
 - a. “Today, we’ll be reviewing some of this week’s vocabulary. I will list down clues for 10 words. The first letter of each word will correspond to a letter of the alphabet. What this means is: the first word will start with the letter B, the second word will start with the letter C, the third word with D and so on... until the tenth word, which will start with the letter K. For each word, I will post one-word clues, one at a time, until someone guesses the correct word. I will also include the letter that the word starts with. I will then move on to the next word. Are you ready?”

2. SS like the post to indicate that they are ready.
3. T posts the following clues, one at a time. (The target word is in parentheses.)
 - a. B (behind): back; front
 - b. C (classroom/class): school; lesson; study; desks; chairs
 - c. D (dirty): clean; dust; wipe
 - d. E (eyes): see; look; head; glasses; ears
 - e. F (fail): poor; exam; bad
 - f. G (generous): giving; presents
 - g. H (hardworking): lazy; studious
 - h. I (ice-cream): cold; frozen; lick; cone
 - i. J (jeans): pants; denim; blue
 - j. K (kind): nice; mean
4. For each clue, SS should try and post a reply.
5. T to review all SS' post and note down which SS were able to get correct.
6. T to approve all posts and post the correct answers once the activity is over.

LISTENING & SPEAKING

Introduction Activity

Description: Students (SS) record themselves (audio or video) and receive feedback from peers and Teacher (T) on articulation and clarity as a way to improve their oral production.

Language Objective: SS will use speech to tell their peers about themselves or something that they like in an audio/video recording.

Content Objective: SS will answer questions and learn about the oral language needed to describe themselves or something that they like. SS will also listen to/watch their peers' recording and provide feedback on their peers' speech.

Assessment: SS will complete at least 1 audio/video recording during the semester/quarter. Refer to Speaking Rubrics (Appendix B) for more guidelines.

Planning Time: 30 minutes

Activity Time: 60-80 minutes

*The "Post Approval" setting must be turned on before this activity begins so that SS cannot see each other's answers. To turn on the "Post Approval" setting, please refer to the Setup guide.

Activity Format:

1. T posts the following text on the group page, with amendments made for the

words in parentheses:

- a. "Today, we are going to talk about (topic). (Give definition of topic)
When thinking about (topic), have the following questions in mind:
 - i. Provide 4 topic-related questions that SS have to answer"
2. T then posts a video of herself answering the questions above. SS are tasked to watch the video and answer the questions in a reply.
3. T acknowledges SS' responses by approving them and then liking their posts/replies.
4. T tasks SS with uploading a video or audio recording of themselves talking about (topic) and answering the 4 questions.
5. T approves the video/audio posts for each SS and then assigns each SS to listen to 2 of their peers' recordings and give feedback on things that were done well and room for improvement.
6. T to review SS' feedback before approving, prompting SS to be kind to their peers if needed.
7. T approves SS' feedback posts and also provides feedback to each SS.

Sample Introduction Activity (can also be used for Review)

Topic: My Favorite Hobby

1. T posts the following text on the group page:
 - a. "Today, we are going to talk about our hobbies. Hobbies are activities that we like to do in our free time. When thinking about your hobbies, have the following questions in mind:
 - i. What do you do in your free time?
 - ii. Who do you do them with?
 - iii. When do you do them?
 - iv. Why do you like to do them?"
2. T then posts a video of herself describing an activity that she does in a free time, answering the questions above. SS are tasked to watch the video and answer the questions in a reply.
 - a. Video transcript: "In my free time, I like to play the guitar. I usually do it when I'm alone because I am embarrassed to sing and play in front of my friends. I try to play the guitar at least once a week. I play the guitar because I love to sing." (Author's own image)



- b. Possible SS response: T likes to play the guitar in her free time. She does it alone because she is shy. She plays the guitar at least once a week and she does it because she loves to sing.
3. T acknowledges SS' responses by approving them and then liking their posts/replies.
4. T tasks SS with uploading a video or audio recording of themselves talking about their favorite activity and answering the 4 questions.
5. T approves the audio/video posts for each SS and then assigns each SS to listen to 2 of their peers' recordings and give feedback on things that were done well and room for improvement.
6. T to review SS' feedback before approving, prompting SS to be kind to their peers if needed.
7. T approves SS' feedback posts and also provides feedback to each SS.

Review: Audio Diary

Description: SS will create a series of audio/video recordings in the style of an audio/video diary and receive feedback from peers on articulation, clarity, and choice of topic.

Language Objective: SS will summarize any day of their week verbally in an audio/video recording.

Content Objective: SS will practice speaking aloud by summarizing their day. SS will also listen to/watch their peers' recording and provide feedback on their peers' speech.

Assessment: SS will complete at least 1 audio/video recording during the semester/quarter. Refer to Speaking Rubrics (Appendix B) for more guidelines.

Planning Time: 20 minutes

Activity Time: In class: 60-80 minutes; Outside of class: Varies, set a time by which SS need to respond by.

*The “Post Approval” setting must be turned on before this activity begins so that SS cannot see each other’s answers. To turn on the “Post Approval” setting, please refer to the Setup guide.

Activity Format:

1. T posts the following text on the group page:
 - a. “Today, we will be working on speaking aloud. Using either audio or video recording, you will record yourself verbally summarize your day. You can also choose to summarize yesterday, tomorrow, or any day this week. You will then post the recording on this group page and receive feedback from 2 peers and me. After you have reviewed the feedback, you should post another recording, making changes based on your feedback. Here are some questions to get you started:
 - i. What did you do today?
 - ii. Where did you go?
 - iii. When were you there?
 - iv. Who was with you?
 - v. Why were you there?
 - vi. How did you feel?
2. T then posts an audio/video recording of herself, talking about her day. SS are tasked to watch the video and answer the questions in a reply.
3. T acknowledges SS’ responses by approving them and then liking their posts/replies.
4. SS upload their audio/video posts.
5. T approves the audio/video posts for each SS and then assigns each SS to listen to 2 of their peers’ recordings and give feedback on things that were done well and room for improvement.
6. T to review SS’ feedback before approving, prompting SS to be kind to their peers if needed.
7. T approves SS’ feedback posts and also provides feedback to each SS.
8. SS upload their audio/video posts, making changes based on feedback.
9. T approves the audio/video posts for each SS and then provides some more feedback if needed.

The activity should occur at least once a week during the semester/quarter.

Sample Review Activity

1. T posts the following text on the group page:
 - a. “Today, we will be working on speaking aloud. Using either audio or video recording, you will record yourself verbally summarize your day.
-

You can also choose to summarize yesterday, tomorrow, or any day this week. You will then post the recording on this group page and receive feedback from 2 peers and me. After you have reviewed the feedback, you should post another recording, making changes based on your feedback.

Here are some questions to get you started:

- i. What did you do today?
 - ii. Where did you go?
 - iii. When were you there?
 - iv. Who was with you?
 - v. Why were you there?
 - vi. How did you feel?"
2. T then posts an audio/video recording of herself, talking about her day. SS are tasked to watch the video and answer the questions in a reply.
 - a. Video transcript: Today, I'm going to the market after work. I have to buy some groceries for a dinner party that I'm planning on having tonight. I will meet my boyfriend there as he is going to help me prepare for the party. I am excited to have my friends over and I hope that dinner turns out well! (Author's own image)



- b. Possible SS response: T is going to buy groceries. She went to the market. She went there after work. She was with her boyfriend. She was buying groceries for a dinner party. She was excited and hopeful.
 3. T acknowledges SS' responses by approving them and then liking their posts/replies.
 4. SS upload their audio/video posts.
 5. T approves the audio/video posts for each SS and then assigns each SS to listen to 2 of their peers' recordings and give feedback on things that were done well and room for improvement.
 6. T to review SS' feedback before approving, prompting SS to be kind to their peers if needed.
 7. T approves SS' feedback posts and also provides feedback to each SS.
-

8. SS upload their audio/video posts, making changes based on feedback.
9. T approves the audio/video posts for each SS and then provides some more feedback if needed.

READING

Introduction Activity

Description: Students (SS) will be introduced to news articles from various news sources on the Internet and answer questions about them.

Language Objective: SS will read news articles and answer questions based on Bloom's Taxonomy to demonstrate their understanding of the articles.

Content Objective: SS will learn about what is happening around the world and in their current city.

Assessment: SS will be able to get at least 80% of the questions correct.

Planning Time: 30-45 minutes

Activity Time: 60-90 minutes

*The "Post Approval" setting must be turned on before this activity begins so that SS cannot see each other's answers. To turn on the "Post Approval" setting, please refer to the Setup guide.

Activity Format:

1. T posts a link to a news article on the group page and prompts SS to read it, with amendments made to the words in parentheses:
 - a. "Read the following article: (link to article). While reading, note down any words or phrases that you don't understand and post a reply listing them. Either your classmates or I will respond with an explanation."
2. SS reply to T's post with any words or phrases that they need help with. T or other SS can respond to these posts or SS can indicate that they have read the article by liking T's original post.
3. T then posts a set of questions about the article that SS have to respond to. Using Bloom's Taxonomy*, create the questions for the following levels:
 - a. Knowledge
 - b. Comprehension
 - c. Application
 - d. Analysis
 - e. Synthesis

f. Evaluation

4. SS respond to the questions.
5. T reviews each SS' post as they respond and provides feedback.
6. T then approves all SS' posts once all SS have responded.

*Refer to Appendix C on Bloom's Taxonomy for more information on how to create questions.

Sample Introduction Activity

1. T posts a link to a news article on the group page and prompts SS to read it.
 - a. "Read the following article:
<http://www.reuters.com/article/2015/11/01/us-chipotle-ecoli-idUSKCN0SQ2CE20151101> While reading, note down any words or phrases that you don't understand and post a reply listing them. Either your classmates or I will respond with an explanation."

Chipotle shuts Seattle, Portland stores after E. coli outbreak

NEW YORK/LOS ANGELES | BY RANDELL PIERSON AND LISA BAERTLEIN



2. SS reply to T's post with any words or phrases that they need help with. T or other SS can respond to these posts or SS can indicate that they have read the article by liking T's original post.
3. T then posts a set of questions about the article that SS have to respond to.
 - a. What did Chipotle have to do?
 - b. Where did this happen?
 - c. What is meant by "highly infectious"? (Paragraph 4)
 - d. If this happened to your company, how would you handle the situation?

Support your idea with reasons.

- e. As this is the third incident of food contamination at Chipotle within the last three months, what inferences can you make about their sales?
 - f. What changes would you make to solve the problem?
 - g. In a previous instance of food contamination, Chipotle changed their food supplier. Do you agree with this action? Why or why not?
4. SS respond to the questions.
 5. T reviews each SS' post as they respond and provides feedback.
 6. T then approves all SS' posts once all SS have responded.

Review: Around The World

Description: SS will share news articles from various news sources and answer questions about them.

Language Objective: SS will read news articles shared by peers, answer questions about them, and discuss the news articles.

Content Objective: SS will learn about what is happening around the world and in their current city.

Assessment: SS will be able to get at least 80% of the questions correct and participate in at least one discussion by responding to a peer's post.

Planning Time: 30-45 minutes

Activity Time: 60-90 minutes

*The "Post Approval" setting must be turned on before this activity begins so that SS cannot see each other's answers. To turn on the "Post Approval" setting, please refer to the Setup guide.

Activity Format:

1. T splits SS up into pairs and assigns each pair to a specific week in the semester/quarter. Each pair is then tasked with finding a news article to share with the class for their specified week.
2. SS have to share their chosen news article with T and gain approval before sharing the news article with their class.
 - a. SS should indicate why they have chosen this particular news article and also share it in their post.
3. TT posts link to SS-chosen news article on the group page and prompts SS to read it, with amendments made to the words in parentheses:
 - b. "Read the following article: (link to article). While reading, note down any

words or phrases that you don't understand and post a reply listing them. Either your classmates or I will respond with an explanation."

- c. SS who chose the article should share why they chose the article in a reply to T's original post.
4. SS reply to T's post with any words or phrases that they need help with. T or other SS can respond to these posts or SS can indicate that they have read the article by liking T's original post.
5. T then posts a set of questions about the article that SS have to respond to. Using Bloom's Taxonomy*, create the questions for the following levels:
 - d. Knowledge
 - e. Comprehension
 - f. Application
 - g. Analysis
 - h. Synthesis
 - i. Evaluation
6. SS respond to the questions.
7. T reviews each SS' post as they respond and provides feedback.
8. T then approves all SS' posts once all SS have responded.

*Refer to Appendix C on Bloom's Taxonomy for more information on how to create questions.

Sample Review Activity - None, as activity is SS-determined.

WRITING

Introduction Activity

Description: Students (SS) will be read examples of persuasive writing and learn how to identify the elements of a persuasive writing essay.

Language Objective: SS will identify elements of persuasive writing by looking at examples.

Content Objective: SS will learn about the elements needed for writing a persuasive essay.

Assessment: SS will be able identify and list the elements of persuasive writing from at least two examples at 80% accuracy.

Planning Time: 20-30 minutes

Activity Time: In class: 60-80 minutes; Outside of class: Varies, set a time by which SS

need to respond by.

Activity Format:

9. Teacher (T) posts a link to a persuasive writing essay with the following question for SS on the group page:
 - a. "Read the following article: (Link for article) Do you know what type of writing this is?"
 - i. If SS do not know what type of writing it is, T responds either in a post or as an audio recording, with amendments made for the words in parentheses:
 1. "This is an example of persuasive writing. The author is trying to convince the reader aka you to agree with them based on their reasons and supporting examples. This is their thesis statement. (Give the thesis statement). The thesis statement is the summary or main point of the essay.
 2. This is the first reason. (Give the first reasons). These are the examples that support that reason. (Give the examples).
 3. This is the second reason. (Give the second reason). These are the examples. (Give the examples).
 4. And this is the last reason. (Give the last reason). These are the examples that support the last reason. (Give the examples).
 5. Finally, the author restates his thesis statement. (Give the restated thesis statement)."
 - b. If SS know what type of writing it is, T asks them how they know. SS should respond with the elements that make it a persuasive writing essay.
 10. T introduces SS to the OREO graphic organizer (See Appendix D) and guides SS to filling it in based on the persuasive writing essay in a video.
 - a. Transcript for Video: "Let's fill in this graphic organizer using information from the essay that we just read. The thesis statement is (Give the thesis statement) [write it in the graphic organizer]. The first reason is (give the first reason) [write it in the graphic organizer]. The first example to support the first reason is (give the first example) [write it in the graphic organizer]. The second example is (give the second example) [write it in the graphic organizer]. [Continue until all elements of the graphic organizer have been filled in] When you are
-

done, take a photo of your completed graphic organizer and post it as a reply to this post. You can also type in your response."

- b. T gives feedback to each SS' post based on what they have filled in on their graphic organizer.

11. T then provides SS with more examples of persuasive writing and tasks them with finding the elements that make them persuasive writing essays, amendments should be made for the words in parentheses:

- a. "Look at each of the following articles (Link to website) and fill in a graphic organizer for two of the essays that are interesting to you. Post a photo of your completed graphic organizer in a reply or type in your answers."

12. T gives feedback to each SS' post based on what they have filled in on their graphic organizers.

Sample Introduction Activity

1. T posts a link to a persuasive writing essay with the following question for SS on the group page:

- a. "Read the following article:
<http://www.ereadingworksheets.com/writing-worksheets/persuasive-essay-examples.htm> Do you know what type of writing this is?"

Persuasive Essay Examples

Lockers for Everyone

What would you think if you had to put your personal belongings in a crate, and every time you turn around something of yours were stolen? That is why I think students should have lockers. To protect their things, keep their things somewhere clean, and so they won't have to complain about carrying everything at once.

Students should have lockers because it will stop people from stealing their stuff. For example, the children won't have to worry about their books, homework assignments, and personal belongings being stolen. The reason for this is that the children will have their own lockers plus their own locks, which only they have the combination to. This will reduce cases where things are being stolen.

Students also should have lockers so they will have a clean place to put their books. What I mean by this is that many desks are rusty and have gum stuck under them. Also, if you put your stuff into a crate then it is easily collecting dust. This connects to my argument because their stuff will be kept very clean in a neat environment if students are given lockers to use.

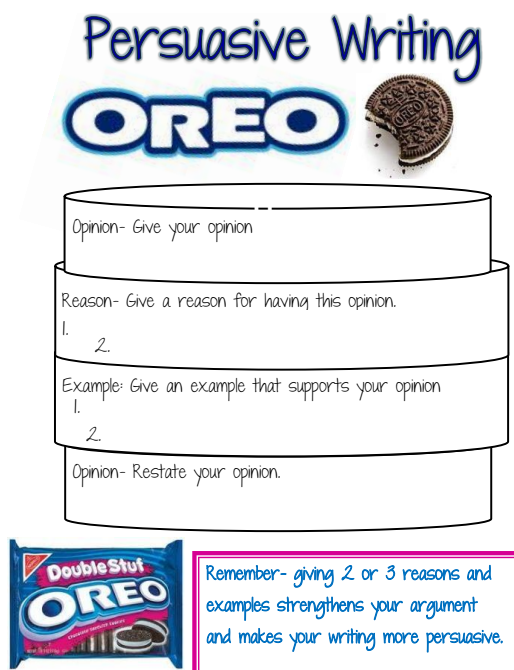
My final reason why I think students should have lockers is so students won't complain about carrying everything at once. The things that they may be carrying everyday are very heavy. This is important because students may suffer health problems from having to carry all their stuff everywhere. Why carry books everyday why you can eliminate the pain by having a locker to store the things you don't need? Also, they're always whining about having to carry all their books. If we had lockers everyone would be happier.

In conclusion I think students should have lockers. If we have lockers stealing in school would go down, it would create a safe and clean place for students to put their things, and students would complain less and be healthier. If we had lockers, the school would be a happier place for everyone. If you don't want your things stolen, contact your principal and demand lockers for your school.

- b. If SS do not know what type of writing it is, T responds either in a post or as an audio recording, with amendments made for the words in parentheses:
 - i. "This is an example of persuasive writing. The author is trying to convince the reader aka you to agree with them based on their reasons and supporting examples. This is their thesis statement, "That is why I think students should have lockers.

To protect their things, keep their things somewhere clean, and so they won't have to complain about carrying everything at once." The thesis statement is the summary or main point of the essay.

- ii. This is the first reason, "to protect their things." These are the examples that support that reason, "it will stop people from stealing their stuff," "children won't have to worry about their books, homework assignments, and personal belongings being stolen," and "children will have their own lockers plus their own locks, which only they have the combination to."
 - iii. This is the second reason, "to keep their things clean." These are the examples: "many desks are rusty and have gum stuck under them" and "if you put your stuff into a crate then it is easily collecting dust."
 - iv. And this is the last reason, "won't have to complain about carrying everything at once." These are the examples that support the last reason: "The things that they may be carrying everyday are very heavy," "students may suffer health problems from having to carry all their stuff everywhere," and "they're always whining about having to carry all their books."
 - v. Finally, the author restates his thesis statement, "In conclusion I think students should have lockers."
- c. If SS know what type of writing it is, T asks them how they know. SS should respond with the elements that make it a persuasive writing essay.
- 2. T introduces SS to the OREO graphic organizer (See Appendix D) and guides SS to filling it in based on the persuasive writing essay in a video.
-



- a. Transcript for Video: "Let's fill in this graphic organizer using information from the essay that we just read. The thesis statement is "That is why I think students should have lockers. To protect their things, keep their things somewhere clean, and so they won't have to complain about carrying everything at once." The first reason is "to protect their things." The supporting examples are "it will stop people from stealing their stuff," "children won't have to worry about their books, homework assignments, and personal belongings being stolen," and "children will have their own lockers plus their own locks, which only they have the combination to." The second reason is "to keep their things clean." These are the examples: "many desks are rusty and have gum stuck under them" and "if you put your stuff into a crate then it is easily collecting dust." And this is the last reason, "won't have to complain about carrying everything at once." These are the examples that support the last reason: "The things that they may be carrying everyday are very heavy," "students may suffer health problems from having to carry all their stuff everywhere," and "they're always whining about having to carry all their books." The restated thesis statement is "In conclusion I think students should have lockers."
 - b. When you are done, take a photo of your completed graphic organizer and post it as a reply to this post. You can also type in your response.
3. T gives feedback to each SS' post based on what they have filled in on their graphic organizer.
 4. T then provides SS with more examples of persuasive writing and tasks them
-


with finding the elements that make them persuasive writing essays.

- a. "Look at each of the following articles (<https://academichelp.net/samples/academics/essays/persuasive/>) and fill in a graphic organizer for two of the essays that are interesting to you. Post a photo of your completed graphic organizer in a reply or type in your answers."

Academichelp.net > Writing Samples > Academic Assignments... > Essay Samples > Persuasive Essay Samples

Persuasive Essay Samples

Since this is the most common type of essay, it is important to be familiar with its requirements and style. Check out our persuasive essay samples to get acquainted with this popular form of essay.

<p> Why Teachers Should Not Be Facebook Friends with Students</p> <p>Since the times when Facebook and other social media networks gained popularity, the word "friends" has evolved. Along with the traditional meaning, it also</p> <p> Highest rate  3.5 /5  193</p>	<p> Why Living Separately From Parents is Good for Young People</p> <p>Throughout the recent decades, American youth seem to have become overprotected by parents, relatives, municipal services, and the society in general. The</p> <p> Highest rate  5 /5  436</p>
--	--

5. T gives feedback to each SS' post based on what they have filled in on their graphic organizers.

Review: Persuasion – Supporting Ideas With Valid Reasons

Description: SS will learn to write persuasive essays by looking at examples of persuasive essays and following a prescribed format for planning and writing their own persuasive essay.

Language Objective: SS will learn to state and justify their opinions by writing persuasive essays using the following format:

1. Thesis Statement
2. Reason 1
 - a. Example 1a
 - b. Example 1b
3. Reason 2
 - a. Example 2a
 - b. Example 2b
4. Reason 3
 - a. Example 3a
 - b. Example 3b

5. Restate the Thesis Statement

Content Objective: SS will learn about the elements needed for writing a persuasive essay and put it together to form a cohesive essay.

Assessment: SS will write at least 1 persuasive essay using the prescribed format. Refer to Writing Rubrics (Appendix A) for more guidelines.

Planning Time: 10-15 minutes

Activity Time: Varies according to how much time T gives. Minimum 40 minutes.

Activity Format:

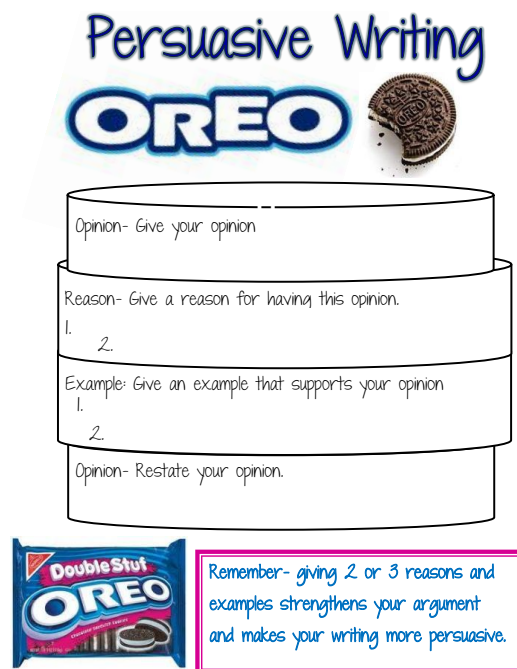
1. T briefly reviews the OREO graphic organizer (Appendix D) with SS.
 - a. "Do you remember what an OREO graphic organizer is used for?"
 - b. If SS do not remember: "It's used for organizing persuasive essays."
 - c. If SS remember: "That's right! It's used for organizing persuasive essays."
 2. T provides SS with an example of persuasive writing and tasks them with filling in the graphic organizer and posting a reply with a photo of it or typing it out.
 - a. "Let's look at this persuasive essay (Link) and fill in the graphic organizer. You may post a photo or type in your response."
 3. T gives feedback to each SS' post based on what they have filled in on their graphic organizers.
 4. T then tasks SS with a topic for their persuasive essay and starts a discussion based on the topic.
 - a. "Today, we are going to work on persuasive essays. The topic for the essay is (pick a topic). Let's talk a little bit about (the topic)."
 5. T initiates a discussion on the topic, prompting SS to discuss what the topic means and the pros and cons of the topic before settling on a side.
 - a. "Alright, what does (the topic) mean?"
 - b. "What are some pros or cons about (the topic)?"
 - c. "SS should post some responses by replying to the original post."
 - d. "T provides feedback by liking SS' posts."
 6. After adequate discussion, T prompts SS to pick a side and then to fill in their graphic organizer.
 - a. "I hope you have enough ideas now to make a decision about (the topic). Please fill in your graphic organizer and either post a photo or type it out in a reply."
 7. T gives feedback to each SS' post based on what they have filled in on their graphic organizers.
 8. Once T has approved SS' graphic organizers, SS can begin writing.
 - a. "Once your graphic organizer has been approved, please start writing your essay. You may write or type and print it out or you may post a reply with
-

a link or the full essay. (Set a deadline for the essay)."

9. T gives feedback to each SS' essay.

Sample Review Activity

1. T briefly reviews the OREO graphic organizer (Appendix D) with SS.
 - a. "Do you remember what an OREO graphic organizer is used for?"
 - b. If SS do not remember: "It's used for organizing persuasive essays."
 - c. If SS remember: "That's right! It's used for organizing persuasive essays."



2. T provides SS with an example of persuasive writing and tasks them with filling in the graphic organizer and posting a reply with a photo of it or typing it out.
 - a. "Let's look at this persuasive essay,
<https://academichelp.net/samples/academics/essays/persuasive/people-read-books.html>, and fill in the graphic organizer. You may post a photo or type in your response."




Why People Should Read Books


★ 4.1/5

👁 7143

It is a disappointment that people read books less often in these days of widespread technological reliance (Siam, Book Stats: Why We Should Care). Books were the primary source of intellectual entertainment just a hundred years ago, but with the invention of radio, television, cinematography, and most recently, the Internet and computer games, it seems that reading books is no longer a popular leisure activity. However, I believe that books are an irreplaceable part of our lives, and the role that masterfully-written books play on the personal growth and development of a

 Guides

or

 Submit my paper for analysis

3. T gives feedback to each SS' post based on what they have filled in on their graphic organizers.
4. T then tasks SS with a topic for their persuasive essay and starts a discussion based on the topic.
 - a. "Today, we are going to work on persuasive essays. The topic for the essay is "Video Games." Let's talk a little bit about "Video Games."
5. T initiates a discussion on the topic, prompting SS to discuss what the topic means and the pros and cons of the topic before settling on a side.
 - a. "Alright, what does "Video Games" mean?
 - b. Possible SS responses: "Anything that you play on a computer or a console. Games that you play on an Xbox or a PS or a computer. Examples include GTA, The Sims."
 - c. What are some pros or cons about "Video Games?"
 - d. Possible SS responses: "They are too violent; They make people think that violence is normal; They teach you how to multi task; You learn how to balance out your life."
 - e. T provides feedback by liking SS' posts.
6. After adequate discussion, T prompts SS to pick a side and then to fill in their graphic organizer.
 - a. "I hope you have enough ideas now to make a decision about "Video Games." Please fill in your graphic organizer and either post a photo or type it out in a reply."
7. T gives feedback to each SS' post based on what they have filled in on their graphic organizers.
8. Once T has approved SS' graphic organizers, SS can begin writing.
 - a. "Once your graphic organizer has been approved, please start writing your essay. You may write or type and print it out or you may post a reply with a link or the full essay. You have half an hour."
9. T gives feedback to each SS' essay.

Unit 2: *Instagram*

INTRODUCTION/SETUP


1. Starting An Account/Using An Existing Account:

<https://help.instagram.com/182492381886913/>

▼ How do I create my Instagram account?

Instagram is a mobile app that you can download on iOS and Android phones and tablets as well as Windows Phone 8 and later. You must create your account using the Instagram mobile app, not a computer. After you've downloaded the app and created an account, you can then view Instagram from a computer.

To start using Instagram:



1. Download the Instagram app for iOS from the App Store, Android from Google Play Store or Windows Phone from the Windows Phone Store.
2. Once the app is installed, tap  to open it.
3. Tap **Sign Up**, then enter your email address and tap **Next** or tap **Log In with Facebook** to sign up with your Facebook account.
4. If you register with email, create a username and password, fill out your profile info and then tap **Done**. If you register with Facebook, you'll be prompted to log into your Facebook account if you're currently logged out.

Keep in mind, if you sign up with email, make sure you enter your email address correctly and you choose an email address that only you can access. If you log out and forget your password, you'll need access to your email to get back into your Instagram account. Learn more about keeping your account secure.





2. Posting

- a. Photos: <https://help.instagram.com/442418472487929>




How do I take or upload a photo?

To take a photo or upload one from your phone or tablet's photo library, first tap  (iOS and Android) or  (Windows Phone) at the bottom of the app.

iOS and Android

- To take a new photo: tap the blue circle. If you'd like to turn the camera to face you, tap . To adjust the flash, tap . You can also record a video.
- To upload a photo from your phone or tablet's library: tap  (iOS) or  (Android) and select the photo you'd like to share.

Windows Phone


- To take a new photo: tap . If you'd like to turn the camera to face you, tap . To adjust the flash, tap . You can also record a video.
- To upload a photo from your phone's library, tap **Camera Roll** and select the photo you'd like to share.





Once you've taken or uploaded a photo, you can add effects or filters, a caption and your location before sharing.

Note: You can't take or upload photos from a desktop computer.

b. Videos: https://help.instagram.com/442610612501386/?ref=hc_fnav

▼ How do I record or upload a video?

To record a video or upload one from your phone or tablet's library, first tap  at the bottom of the app.






- To record a video: tap  to switch from camera to video, then tap and hold the red circle. Lift your finger off the screen to stop recording. If you'd like to turn the camera to face you, tap .
- To upload a video from your phone or tablet's library: tap  (iOS) or  (Android) and select the video you'd like to share.

Once you've recorded or uploaded a video, you can add a filter, a caption and your location before sharing.

Note: Video recording is currently only available for the iOS and Android apps.

▼ How do I share a video that's saved on my phone?

You can share videos to Instagram you've previously recorded on your iPhone or Android phone:

1. Tap  at the bottom of the app.
2. Tap  to switch from photo to video.
3. On iPhone, tap the box in the bottom right to go to your phone's video library. On Android, tap  to go to your phone's video library.
4. Pick the video you want to upload. On iPhone, tap **Next** at the top.
5. Tap  to edit the length of the video. Keep in mind that videos can't be more than 15 seconds long.
6. Tap **Next** on iPhone or  on Android.



c. Tagging Users: https://help.instagram.com/186952328121982/?ref=hc_fnav

▼ How do I tag people in my photo?

To tag people in your photo as you're sharing it:

1. Tap **Tag People** from the Share screen.
2. Tap on someone in the photo.
3. Start entering their name or username and select them from the dropdown menu. If you don't see the person you're looking for, tap **Search for a person**.

To add people to a photo you've already uploaded:

1. Go to the photo.
2. Tap  (Apple iOS) or  (Android) below the photo.
3. Tap **Tag People**.

This feature is currently only available for the Apple iOS and Android apps.

d. Adding Comments:
https://help.instagram.com/1558367297777457/?ref=hc_fnav

▼ How do I mention someone on Instagram?

To mention someone, type @ followed immediately by their username (ex: "great photo, @shayne!"). Don't include a space between @ and the username. The person you mention will get a notification in their Activity letting them know.

▼ **How do I reply to someone in a comment thread?**

Reply to someone in a comment thread by mentioning them in your comment. They'll get a notification in their activity feed to view the comment.

When using Instagram on your iPhone or iPad, press and hold a username in any comment thread to automatically start a comment with that username already mentioned.

This feature isn't available right now on Android.


e. Direct Messaging:

https://help.instagram.com/400205900081854/?ref=hc_fnav

▼ **How do I use Instagram Direct?**

Instagram Direct lets you send messages to one or more people. You can send the following things as a message on Instagram Direct:

- Photos or videos from your camera roll or the in-app camera
- Posts you see in Feed
- Profiles
- Text
- Hashtags
- Locations

The people you message will get a notification. To see messages you've sent with Instagram Direct, tap  in the top right of Feed. You can manage the messages you've sent and received from here.

Photos and videos sent using Instagram Direct are only visible to people who can already see them. When you send a post from a private account as a message, only people who follow the account will be able to see it.

Posts sent with Instagram Direct can't be shared through Instagram to other sites like Facebook or Twitter. You're not able to tag people in messages, and messages sent using Instagram Direct won't appear on hashtag and location pages.

f. Using Hashtags: <https://help.instagram.com/351460621611097>

How do I use hashtags?


If your posts are set to public, you can add hashtags to your photos and videos.

To tag a photo or video:

1. Take a photo/video and choose a filter.
2. On the screen you see after choosing a filter, type your hashtag in the **Caption** field (ex: #flower).
3. If you want to tag a post you've already uploaded, edit the caption or include your #hashtag in a comment on your photo.

After you tag your post with a hashtag, you'll be able to tap the hashtag to see a page that shows all photos and videos people have uploaded with that hashtag. [Read our blog](#) for more tips on using hashtags.

Things to keep in mind:

- When people with private profiles tag posts, they won't appear publicly on hashtag pages.
- Numbers are allowed in hashtags. However, spaces and special characters, like \$ or %, won't work.
- You can only tag your own posts. You can't tag other people's photos/videos.
- You can use up to 30 tags on a post. If you include more than 30 tags on a single photo/video, your comment won't post.
- Older versions of Apple iOS don't support tapping hashtags. Instead, search hashtags by going to  Search & Explore > Search > Hashtags.

3. Introduction Activity: To ensure that students know how to use *Instagram*
 - a. Teacher (T) to post an introduction on T's *Instagram* account, with amendments made for the words in parentheses:
 - i. "Welcome to Instagram! To make sure that you know how to use it, please post an introduction of yourself and include a photo. Please tag all your classmates in it and include the following hashtags. #Introduction #(school initials and class level/name)"
 - b. T then posts her own introduction with a photo and acknowledges each student's posts by liking them.

GRAMMAR

Introduction Activity

Description: Students (SS) are introduced to the target grammar using photos or videos.

Language Objective: SS will use target grammar to create their own sentences with accompanying photos or videos.

Content Objective: SS will learn about the target grammar.

Assessment: SS should be able to think of at least 4 examples of the target grammar from the photo and form at least 1 sentence that accompanies a photo/video of themselves demonstrating the target grammar.

Planning Time: 15-20 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

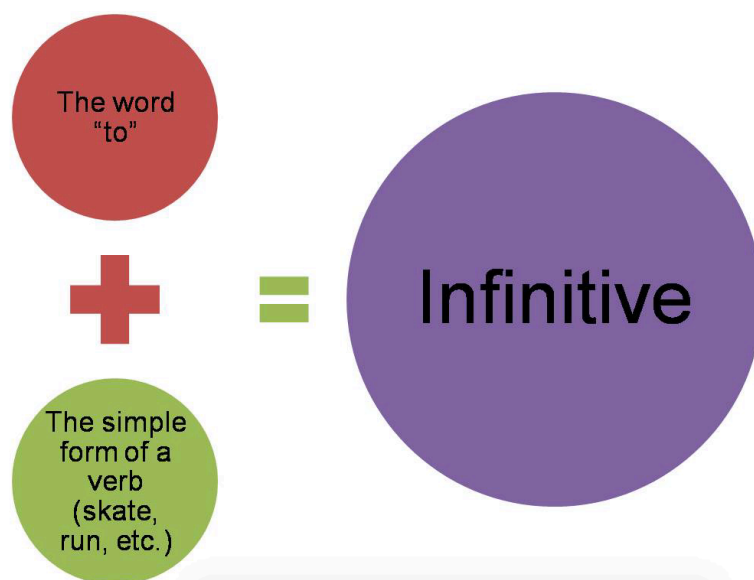
Activity Format:

1. Teacher (T) posts the definition of the target grammar as a photo and tags each SS in the photo.
 - a. The definition used should be in line with the definition given in the textbook used with the class.
 - b. The following text, with amendments made to the words in parentheses, should be included in the post:
 - i. "#(target grammar)
 - ii. #(school initials and class level/name)"
2. T then posts the following text, with amendments made to the words in parentheses:
 - a. "Today, we are learning about (target grammar). The image above shows examples of (target grammar). Pick any 4 and write them as (target grammar) in a sentence. (Provide examples if needed)
3. SS respond by adding a comment.
4. T acknowledges their comments by providing positive feedback and tagging SS in the comment.
5. T posts a photo/video of herself demonstrating the target grammar along with a sentence about the photo/video and the hashtags. T tags SS in the post and then tasks students to post their own photos/videos of themselves demonstrating (target grammar) and a sentence that includes (target grammar). SS should also be reminded to use the hashtags.
 - a. "(sentence with target grammar). Post a photo/video of yourself that demonstrates (target grammar) and write a sentence that includes the (target grammar). #(target grammar) #(school initials and class level/name)
6. T acknowledges their posts by liking each SS' post.

Sample Introduction Activity

Target Grammar: Infinitives

1. T posts a photo with the definition of infinitives and tags each SS in the photo (<https://s3.amazonaws.com/engrade-myfiles/4023687067856621/infinitive.jpg>).



- a. The following text is included in the post:
 - i. "#infinitives
 - ii. #AEAlevel2"
2. T then posts the following text:
 - a. "Today, we are learning about infinitives. The image (http://2.bp.blogspot.com/-MefOVQqBYU8/UeAcpbz0b8I/AAAAAAAAAEb4/EdzVqih_NXw/s1600/Verbs+Speech+Therapy+Picture+Cards+Page+1.png) above shows examples of base forms of verbs. Pick any 4 verbs and write them as infinitives in a sentence. For example, for the verb "bang", you have to change it to "to bang". Hence, "The rabbit wants to bang on the drums."



3. SS respond by adding a comment.
 - a. Possible SS response: "The boy wants to chop the wood. The boy is helping the man to dig a hole. The children like to laugh. The children went to hide under the table."
4. T acknowledges their comments by providing positive feedback and tagging SS in the comment.
 - a. Possible T feedback: "Great Job, @(student's *Instagram* screen name)"
5. T posts a photo/video of herself yawning along with the following text:
 - a. "I want to sleep. Post a photo/video of yourself that demonstrates infinitives and write a sentence that includes infinitives. #infinitives #AEAlevel2" (Author's own image)



6. T tags SS in the photo/video.
7. T acknowledges their posts by liking each SS' post.

Review Activity: Name That Grammar!

Description: SS have to identify target grammar based on photos/videos posted by T and further demonstrate their understanding by posting their own photos/videos using the target grammar.

Language Objective: SS will recall and identify target grammar from posts by T and will post photos/videos using the target grammar.

Content Objective: SS will review previously taught grammar in an interactive and multimedia way.

Assessment: SS will recall and identify at least 5 examples of target grammar by direct messaging T. SS will also post at least 5 photos/videos using the target grammar.

Planning Time: 10 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. T posts a photo and tags SS in the photo.
 - a. The following text, with amendments made to the words in parentheses, should be included in the post:
 - i. "(Example statement, with target grammar in parentheses) What is the grammar used in this photo/video? Direct message your answer to me and then post your own photo/video using the target grammar! Don't forget the hashtags!"
 - ii. #(target grammar)
 - iii. #(school initials and class level/name)
 - iv. (May need to provide clues for context)"
 2. SS respond by directly messaging T and then posting their own photo/video using the target grammar.
 3. T acknowledges:
 - a. SS' direct message by providing positive feedback and tagging SS in the comment
 - b. SS' posts by liking each SS' post
-

Sample Review Activity

Target Grammar: Relative Clauses: who, that, which

1. T posts a photo of a cook (<http://weknowyourdreams.com/images/cook/cook-02.jpg>) and tags each SS in the photo.
 - a. The following text should be included in the post:
 - i. "A cook is a person (who) works in a restaurant." What is the grammar used in this photo/video? Direct message your answer to me and then post your own photo/video using the target grammar! Don't forget the hashtags!"
 - ii. #relativeclauses
 - iii. #AEAlevel2"



2. SS respond by directly messaging T and then posting their own photo/video using the target grammar.
-

-
- a. Possible SS' responses: "Relative clauses - who, that which"
 - b. Possible SS' post: "(with a photo of a teacher) A teacher is a person who works in a school. #relativeclauses #AEAlevel2; (with a photo of a phone) A phone is a thing that you use to talk to other people. #relativeclauses #AEAlevel2."
3. T acknowledges:
- a. SS' direct message by providing positive feedback and tagging SS in the comment
 - b. SS' posts by liking each SS' post
-

VOCABULARY

Introduction Activity

Description: Students (SS) are introduced to the target vocabulary using photos/videos.

Language Objective: SS will recall target vocabulary with the help of photos/videos.

Content Objective: SS will learn about target vocabulary and be able to use it in the appropriate situation.

Assessment: SS should be able to recall at least 80% of the target vocabulary from the photo/video posts.

Planning Time: 10-15 minutes

Activity Time: In class: 20-30 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) posts a photo with the chosen vocabulary theme as the image. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "Today, we will be learning about (target vocabulary theme). I will post (number of posts) photos/videos based on this theme. Please read the caption for each post and like it as an indication that you have seen the post."
2. T then posts a series of photos/videos (at least 5) based on the chosen vocabulary theme. For each photo/video, she posts a caption of the photo/video with the target vocabulary included. The posts should also be numbered so SS will know how many posts to review. Also include the hashtags.
 - a. #(vocabulary theme)
 - b. #(school initials and class level/name)
3. SS like each post as an indication that they have seen post and read the caption.

4. After SS have seen all posts, as indicated by their liking of the posts, T will delete all posts.
 5. T then posts a photo of the word "recall" with the following text:
 - a. "Let's see how many you can recall! Send me a direct message with your answers!"
 6. T reposts all photos/videos with a number but no caption. The posts can be in the same order or in random order.
 7. SS to send T a direct message with their answers.
 8. T acknowledges SS direct messages by informing them how many of the target vocabulary they were able to recall. SS should be encouraged to keep trying until they are able to get most of the answers correct.
-

Sample Introduction Activity

Vocabulary Theme: Verb Phrases

1. Teacher (T) posts a photo with "Verb Phrases" as the image. The following text should be included in the post:
 - a. "Today, we will be learning about verb phrases. I will post 8 photos/videos based on this theme. Please read the caption for each post and like it as an indication that you have seen the post."

Verb Phrases!

2. T then posts 8 photos/videos, one at a time, based on the chosen vocabulary theme. For each photo/video, she posts a caption of the photo/video with the target vocabulary included. The posts should also be numbered so SS will know how many posts to review. Also include the hashtags.
 - a. "1/8 Makes his bed. #verbphrases #AEAlevel2
(<http://cliparts.co/cliparts/pco/5xB/pco5xBoei.png>)



- b. 2/8 Cleans up his room. #verbphrases #AEAlevel2
(<http://www.kidactivities.net/image.axd?picture=2009%2F7%2Fmess+weep.jpg>)



- c. 3/8 Leaves wet towels on the bathroom floor. #verbphrases #AEAlevel2
(http://thumb1.shutterstock.com/display_pic_with_logo/1256479/207157390/stock-vector-cartoon-kid-in-a-pile-of-dirty-clothes-207157390.jpg)



- d. 4/8 Cleans the floor. #verbphrases #AEAlevel2
(<https://contractcleaners.files.wordpress.com/2015/01/clip-art-cleaning-650662.jpg>)



- e. 5/8 Does the dishes. #verbphrases #AEAlevel2
-

(<http://www.clipartbest.com/cliparts/Rcd/gzL/RcdgzL4gi.jpeg>)



- f. 6/8 Changes the channel on the TV. #verbphrases #AEAlevel2
(http://www.picturesof.net/_images_300/A_Man_Juggling_Several_Remote_Controls_Royalty_Free_Clipart_Picture_110416-142427-112053.jpg)



- g. 7/8 Take the dog for a walk. #verbphrases #AEAlevel2
(<http://www.picgifs.com/dog-graphics/dog-graphics/walking-the-dog/dog-graphics-walking-the-dog-666394.gif>)



- h. 8/8 Does her homework. #verbphrases #AEAlevel2"
(http://comps.canstockphoto.com/can-stock-photo_csp23344311.jpg)
-



© Can Stock Photo - csp23344311

3. SS like each post as an indication that they have seen post and read the caption.
4. After SS have seen all posts, as indicated by their liking of the posts, T will delete all posts.
5. T then posts a photo of the word "Recall" with the following text:
 - a. "Let's see how many you can recall! Send me a direct message with your answers!"

Recall

6. T reposts all photos/videos with a number but no caption. The posts can be in the same order or in random order.
7. SS to send T a direct message with their answers.
 - a. Possible SS' responses: 1. Make his bed. 2. Cleans up his room. 3. Leaves wet towels on the bathroom floor..."
8. T acknowledges SS direct messages by informing them how many of the target vocabulary they were able to recall. SS should be encouraged to keep trying until they are able to get 80% of the answers correct.

Review Activity: What's In A Photo?

Description: SS have to recall words/phrases based on a photo or video posted by T.

Language Objective: SS will recall words/phrases using previously taught vocabulary.

Content Objective: SS will review previously taught vocabulary in an interactive and multimedia way.

Assessment: SS will be able to recall at least 80% of the words/phrases using previously taught vocabulary by direct messaging T with their answers.

Planning Time: 10 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. T posts a photo with the chosen vocabulary theme as the image. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "Today, we will be reviewing (target vocabulary theme). I will post (number of posts) photos/videos based on this theme."
2. T then posts a series of photos/videos (at least 5) based on the chosen vocabulary theme. The posts should also be numbered so SS will know how many posts to answer. Also include the hashtags. The following text, with amendments made to the words in parentheses, should be included in the post:
 - a. "This is a photo of (target vocabulary). Recall the word/phrase about this photo/video using (vocabulary theme) and respond by sending me a direct message.
 - b. #(vocabulary theme)
 - c. #(school initials and class level/name)"
3. SS respond by sending T a direct message with their answers.
4. T acknowledges SS' message by providing feedback on whether they were right or wrong. SS who get some answers wrong should be encouraged to keep trying until they have at least 80% of the answers correct.

Sample Review Activity

Vocabulary Theme: Opposite Verbs

1. T posts a photo with "Opposite Verbs" as the image. The following text should be included in the post:
 - a. "Today, we will be reviewing "Opposite Verbs." I will post 10 photos/videos based on this theme. Recall the word/phrase for each of the 10 photos/videos using "Opposite Verbs" and respond by sending me a direct message."

Opposite Verbs!

2. T then posts 10 photos/videos based on the chosen vocabulary theme. The posts should also be numbered so SS will know how many posts to answer. Also include the hashtags. The following text should be included in the post:
 - a. 1/10 Win (a game). #oppositeverbs #AEAlevel2

(<http://wrestlingaddictedmommy.com/wp-content/uploads/2011/11/clip-art-bingo-228489.jpg>)



- b. 2/10 Pass (an exam). #oppositeverbs #AEAlevel2
(http://images.clipartpanda.com/rout-clipart-clip_art_girl.jpg)



- c. 3/10 Send (an e-mail). #oppositeverbs #AEAlevel2
(http://classroomclipart.com/images/gallery/Clipart/Email/student_sending_email_13.jpg)



- d. 4/10 Miss (a train). #oppositeverbs #AEAlevel2
(http://comps.gograph.com/a-black-and-white-version-of-a-vintage-illustration-of-a-man-running-for-a-tram_gg62250059.jpg)
-



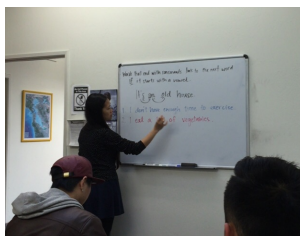
- e. 5/10 Find (your keys). #oppositeverbs #AEAlevel2 (http://content.ll-0.com/mcfadden/mcfadden_e_a002959613.JPG?i=051414141348)



- f. 6/10 Buy (a house). #oppositeverbs #AEAlevel2 (<http://www.cliparthut.com/clip-arts/530/real-estate-agent-clip-art-530488.jpg>)



- g. 7/10 Teach (a language). #oppositeverbs #AEAlevel2 (Author's own image)



- h. 8/10 Turn on (the TV). #oppositeverbs #AEAlevel2 (<http://www.kuzabiashara.co.ke/blog/wp-content/uploads/2015/03/watch-TV.png>)



- i. 9/10 Forget (a name). #oppositeverbs #AEAlevel2
(<http://reasonstorejoice.com/wp-content/uploads/2014/05/4c9LRXncE1.jpg>)



- j. 10/10 Arrive (at a station) #oppositeverbs #AEAlevel2"
(<http://previews.123rf.com/images/VDude/VDude0801/VDude080100042/2454802-Business-people-trip-by-train-Stock-Vector-station-railway-train.jpg>)



3. SS respond by sending T a direct message with their answers.
 - a. Possible SS' responses: "Lose a game. Fail an exam. Receive an e-mail. Catch a train. Lose your keys. Sell your house. Learn a language. Turn off the TV. Remember a name. Leave the station."
4. T acknowledges SS' message by providing feedback on whether they were right or wrong. SS who get some answers wrong should be encouraged to keep trying until they have at least 80% of the answers correct.

LISTENING & SPEAKING

Introduction Activity

Description: Students (SS) will follow and give directions as part of a treasure hunt game by recording video of themselves.

Language Objective: SS will follow and give directions verbally in a step-by-step process by recording video of themselves.

Content Objective: SS will learn how to follow and give directions clearly and

coherently.

Assessment: SS will complete at least 5 video recordings during the semester/quarter. Refer to Speaking Rubrics (Appendix B) for more guidelines.

Planning Time: 30 minutes

Activity Time: 60-80 minutes. (Please note that due to its complex nature the task should be always be conducted in class.)

Activity Format:

1. T direct messages each SS with the following:
 - a. A photo of a treasure map based on the school building accompanied by the following text:
 - i. "This is a treasure map based on the school building. Using the path drawn on the map, you will direct a classmate to the X on the map. Watch the videos for further instructions."
 - b. A video with directions on tasking each SS with giving directions to a peer.
 - i. Video Transcript: "You will have to provide (name of peer) with directions via video recordings. Direct him/her to the X on the map by tagging him/her in video posts. Include the #(school initials/class level/treasure hunt) in the post. The next video will give you examples of directions that you can give."
 - c. Video with examples of directions
 - i. Video Transcript: "An example of directions would be "Go down the stairs to the 3rd floor and turn left towards the front desk. Then, turn right into the first classroom and look for the X somewhere in the room." Each sentence should be its own video post."
 - d. A photo of "Help" accompanied by the following text:
 - i. "Please send me a direct message if you are unsure of what to do."
2. SS should begin tagging their peer in video posts of the directions. Once they are done, they should watch the video posts that they are tagged in and complete the activity.
3. Using the hashtag, #(school initials/class level/treasure hunt), T views all the posts and provides feedback via direct message to each SS.

Sample Introduction Activity

1. T direct messages each SS with the following:
 - a. A photo of a treasure map based on the school building accompanied by the following text:
 - i. "This is a treasure map based on the school building. Using the

path drawn on the map, you will direct a classmate to the X on the map. Watch the videos for further instructions."

- b. A video with directions on tasking each SS with giving directions to a peer.
 - i. Video Transcript: "You will have to provide Kenny with directions via video recordings. Direct him to the X on the map by tagging him in video posts. Include the #AEAlevel2treasurehunt in the post. The next video will give you examples of directions that you can give."
- c. Video with examples of directions
 - i. Video Transcript: "An example of directions would be "Go down the stairs to the 3rd floor and turn left towards the front desk. Then, turn right into the first classroom and look for the X somewhere in the room." Each sentence should be its own video post."
- d. A photo of "Help" accompanied by the following text:
 - i. "Please send me a direct message if you are unsure of what to do." (<http://thumbs.dreamstime.com/z/help-wanted-vector-clip-art-31368648.jpg>)



2. SS should begin tagging their peer in video posts of the directions. Once they are done, they should watch the video posts that they are tagged in and complete the activity.
3. Using the hashtag, #AEAlevel2treasurehunt, T views all the posts and provides feedback via direct messaging to each SS.

Review Activity: Speak Your Mind In 15s

Description: SS will give their opinion on an in-class topic using 15s videos.

Language Objective: SS will state their opinions and respond to peers' opinions using 15s videos.

Content Objective: SS will learn to justify their opinions through a series of 15s videos.

Assessment: SS will complete at least 5 video recordings during the semester/quarter. Refer to Speaking Rubrics (Appendix B) for more guidelines.

Planning Time: 10 minutes

Activity Time: In class: 20 minutes; Outside of class: Varies, set a time by which SS need to respond by.

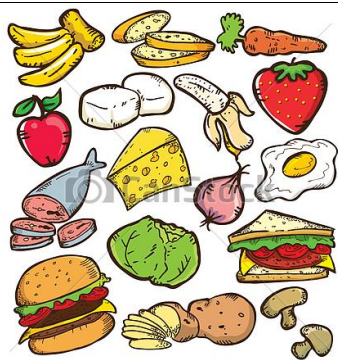
Activity Format:

1. T posts a photo on (topic) and tags each SS in the photo. Include the hashtags. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "(Question based on topic)? Post a video of yourself with it stating why. Please tag all your classmates in your post and like it as an indication that you have seen the post.
 - b. #(topic)
 - c. #(school initials and class level/name)"
2. SS like each post as an indication that they have seen post and read the caption.
3. SS then post a video of themselves with the target topic and tag all their classmates in it. The topic hashtag and the school/class hashtag should appear in the post as well.
4. T acknowledges each SS' post by liking their post.

Sample Review Activity

Topic: Food

1. T posts a photo on food and tags each SS in the photo. The following text should be included in the post:
 - a. "What is your favorite food? Post a video of yourself with it stating why it is your favorite food. Please tag all your classmates in your post and like it as an indication that you have seen the post. #favoritefood #AEAlevel2" (http://comps.canstockphoto.com/can-stock-photo_csp11514403.jpg)



© Can Stock Photo - csp11514403

2. SS like each post as an indication that they have seen post and read the caption.
3. SS then post a video of themselves with their favorite food and tag all their classmates in it.
 - a. "#favoritefood #AEAlevel2"
4. T acknowledges each SS' post by liking their post.

READING

Introduction Activity

Description: Students (SS) will learn about idioms by reading about them in context.

Language Objective: SS will read articles/stories with idioms in them to become more familiar with idioms.

Content Objective: SS will learn the meaning of idioms.

Assessment: SS will be able to get at least 80% of the questions correct.

Planning Time: 20-30 minutes

Activity Time: In class: 40-60 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) posts a photo of a story/article or a link to a story/article containing a series of idioms and tags each SS in the photo. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "Today, we are going to read a (story/article) that has some idioms in it. Idioms are phrases/expressions that cannot be understood from looking at the meanings of the individual words in the phrase/expression. They have their own separate meaning. There are (number of idioms; between 3 and 5) idioms in this (story/article). Can you find them? I will tell you what they are once everyone has had a chance to read this post.

- b. #idioms
 - c. #(school initials and class level/name)"
2. SS like T's post as an indication that they have seen post and read the caption.
3. T then posts a photo of the idioms in the story and tags each SS in the photo. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "These are the idioms from the story that we just read. Can you guess what they mean? Post your response as a photo and tag me in it.
 - b. #idioms
 - c. #(school initials and class level/name)"
4. SS like T's post as an indication that they have seen post and read the caption. They then post a photo of what they think the idioms mean and tag T in the photo and include the hashtags in the post.
 - a. SS have the option to post each idiom separately.
5. T acknowledges each SS' post by liking their post.
6. T then posts a photo of the idioms and their meanings and tags each SS in the photo. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "These are the meanings of the idioms. Read them carefully and make sure you understand them.
 - b. #idioms
 - c. #(school initials and class level/name)"
 - d. Each idiom and their meaning could be posted as separate posts if needed.
7. SS like T's post as an indication that they have seen post and read the caption.
8. T posts a series of paired sentences, one for each idiom, and tasks SS with picking the sentence that uses the idiom correctly. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "I will post (number of sets) sets of paired sentences. In a direct message, tell me which sentences are using the idioms correctly."
9. SS direct message T with their answers.
10. T sends a direct message back indicating how many they were able to get correct.

Sample Introduction Activity

1. Teacher (T) posts a photo of a story/article or a link to a story/article containing a series of idioms and tags each SS in the photo. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "Today, we are going to read a story that has some idioms in it. Idioms are phrases/expressions that cannot be understood from looking at the meanings of the individual words in the phrase/expression. They have their own separate meaning. There are 3 idioms in this story. Can you find

them? I will tell you what they are once everyone has had a chance to read this post. #idioms #AEAlevel2"

b. Story transcript:

Mike: Hey James, are you going to the party this weekend?

James: No, I don't think so. I have to hit the books. I have a midterm next week and I need to review what we have done so far.

Mike: You have to come! It's going to be the biggest school party of the year!

James: Um...

Mike: There'll be lots of girls there!

James: Alright, you've twisted my arm! I'll go! See you on Saturday.

Mike: Excellent! I'm going to hit the sack! Good Night!

James: Sleep well!

2. SS like T's post as an indication that they have seen post and read the caption.
 3. T then posts a photo of the idioms in the story and tags each SS in the photo. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "These are the idioms from the story that we just read.
 - b. Can you guess what they mean? Post your response as a photo and tag me in it. #idioms #AEAlevel2"
 - c. Photo transcript:
 1. Hit the books
 2. Twisted my arm
 3. Hit the sack
 4. SS like T's post as an indication that they have seen post and read the caption. They then post a photo of what they think the idioms mean and tag T in the photo and include the hashtags in the post.
 - a. Possible SS responses: "Hit the books means to study. (Correct) Twisted my arm means to force someone to do something by hurting them. (Incorrect) Hit the sack means to go to bed. (Correct)"
 - b. SS have the option to post each idiom separately.
 5. T acknowledges each SS' post by liking their post.
 6. T then posts a photo of the idioms and their meanings and tags each SS in the photo. The following text should be included in the post, with amendments made
-

for the words in parentheses:

- a. "These are the meanings of the idioms. Some of you were able to get them right. Well done! Read them carefully and make sure you understand them.
 - b. #idioms #AEAlevel2"
 1. Hit the books: To study
 2. Twisted my arm: To convince someone to do something by telling them the advantages of doing it.
 3. Hit the sack: To go to bed/to say you're tired.
 - c. Each idiom and their meaning could be posted as separate posts if needed.
7. SS like T's post as an indication that they have seen post and read the caption.
 8. T posts a series of paired sentences, one for each idiom, and tasks SS with picking the sentence that uses the idiom correctly. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "I will post 3 sets of paired sentences. In a direct message, tell me which sentences are using the idioms correctly."
 - i. Photo 1:
 1. Kate was so angry that she had failed her midterm that she hit her books and left them in pieces on the ground.
 2. As she had not done well in her last test, Lisa decided to hit the books instead of going on a trip with her friends.
 - ii. Photo 2:
 1. I wasn't going to go to Disneyland with them but Mary twisted my arm by informing me that it was her birthday and that she really wanted me to be there to celebrate it with her!
 2. David twisted his arm badly in a fall and had to have his arm in a sling.
 - iii. Photo 3:
 1. After Jessica had finished working a 12-hour shift at the hospital, she went home and immediately hit the sack.
 2. Sara didn't see the sack in the middle of the road when she was driving so she hit the sack. It made a big dent in her car bumper.
-

9. SS direct message T with their answers.
 - a. Possible SS' responses: "2, 1, 1; 2, 2, 1."
10. T sends a direct message back indicating how many they were able to get correct.
 - a. Possible T's response: "3/3. Great Job!; "2/3. Nice try!"

Review Activity: International Idioms

Description: SS will learn more about idioms by comparing them to idioms from their own countries.

Language Objective: SS will explore and understand idioms from other countries as well as American idioms.

Content Objective: SS will learn the meaning of idioms.

Assessment: SS should share at least two idioms from their country with their peers and 1 American idiom similar to an idiom from their country.

Planning Time: 10-15 minutes

Activity Time: In class: 40-60 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. T posts a photo of "What is an Idiom?" and tags SS in the photo. The following text, with amendments made to the words in parentheses are included:
 - a. "Leave a comment with your answer below.
 - b. #idioms
 - c. #(school initials and class level/name)"
2. SS leave comments with their definition of idioms. They should include the hashtags.
3. After all SS have responded, T leaves a comment, praising SS for their responses.
4. T posts a photo of an idiomatic theme and tags SS in the photo. The following text, with amendments made to the words in parentheses are included:
 - a. "Today, we will look at idioms that deal with (name of theme). Think of at least 2 idioms in your own language that fall under this theme and share them with the class. Give their literal meaning and the explanation in English in the caption.
 - b. #(idiomatic theme) idioms
 - c. #(school initials and class level/name)"
5. T then posts an example, tagging each SS in the photo and including the hashtags.
6. SS post photos of idioms in their own language and tag T and their classmates in the photo. They include the hashtags.
 - a. "(Literal meaning and explanation of idiom)

- b. #(idiomatic theme) idioms
 - c. #(school initials and class level/name)"
 - 7. T acknowledges SS' post by liking each post.
 - 8. T then posts a photo of tasking SS with finding an American idiom that is similar to the idiom they posted. The following text should be included in the caption.
 - a. #(idiomatic theme) idioms
 - b. #(school initials and class level/name)"
 - c. Photo transcript: "Now, see if you can find an American idiom that is similar to the idiom that you have just posted."
 - 9. T then posts an example, tagging each SS in the photo and including the hashtags.
 - 10. SS post photos of similar American idioms and tag T and their classmates in the photo. They include the hashtags.
 - a. #(idiomatic theme) idioms
 - b. #(school initials and class level/name)"
 - 11. T acknowledges SS' post by liking each post.
-

Sample Review Activity

- 1. T posts a photo of "What is an Idiom?" and tags SS in the photo. The following text, with amendments made to the words in parentheses are included:
 - a. "Leave a comment with your answer below.
 - b. #idioms
 - c. #AEAlevel2"
- What is an Idiom?
- 2. SS leave comments with their definition of idioms. They should include the hashtags.
 - a. Possible SS responses: "Idioms are phrases or expressions that don't have literal meaning; Idioms cannot be understood from looking at the individual words."
 - 3. After all SS have responded, T leaves a comment, praising SS for their responses.
 - 4. T posts a photo of an idiomatic theme and tags SS in the photo. The following text, with amendments made to the words in parentheses are included:
 - a. "Today, we will look at idioms that deal with food. Think of at least 2 idioms in your own language that fall under this theme and share them with the class. Give their literal meaning and the explanation in English in the caption.
 - b. #foodidioms
 - c. #AEAlevel2"
-

5. T then posts the following example, tagging each SS in the photo:

- a. Mandarin Chinese: "饿死了 (è sǐ le)"
 - i. "Literal meaning: Starving to death
 - ii. Explanation: I'm very hungry.
 - iii. #foodidioms #AEAlevel2"

(http://www.iamstarving.net/images/hungry_guy.png)



- 6. SS post photos of idioms in their own language and tag T and their classmates in the photo. They include the hashtags.
 - a. "(Literal meaning and explanation of idiom)
 - b. #foodidioms #AEAlevel2"
- 7. T acknowledges SS' post by liking each post.
- 8. T then posts a photo of tasking SS with finding an American idiom that is similar to the idiom they posted. The following text should be included in the caption.
 - a. "#foodidioms #AEAlevel2"
 - b. Photo transcript: "Now, see if you can find an American idiom that is similar to the idiom that you have just posted."
- 9. T then posts the following example, tagging each SS in the photo.:
 - a. American: "I could eat a horse."
 - i. "Literal meaning: Eating a horse
 - ii. Explanation: I'm very hungry.
 - iii. #foodidioms #AEAlevel2" (

<http://thumbs.dreamstime.com/x/young-boy-horse-scared-white-background-51517406.jpg>)



10. SS post photos of similar American idioms and tag T and their classmates in the photo. They include the hashtags.
 - a. #foodidioms #AEAlevel2"
11. T acknowledges SS' post by liking each post.

WRITING

Introduction Activity

Description: Students (SS) are introduced to descriptive writing through the use of photos.

Language Objective: SS will write short descriptions of detailed photos.

Content Objective: SS will learn about the type of language used in descriptive writing.

Assessment: SS will write at least 5 sentences describing detailed photos. Refer to the Writing Rubrics (Appendix A) for more guidelines.

Planning Time: 20-30 minutes

Activity Time: In class: 40-60 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) posts a photo of the phrase "Descriptive Writing" and tags SS in the photo. The following text, with amendments made to the words in parentheses are included:
 - a. "Today, we are going to write some descriptive sentences. I will post a series of (number of photos) photos. For each photo, I will tag 5 students. If you are tagged in the photo, please write a descriptive sentence for the photo in the comments section.
 - b. #descriptivewriting
 - c. #(school initials and class level/name)"
 - d. The number of photos depends on the number of students. Ensure that each student is able to write at least 5 descriptive sentences.
2. SS like T's post as an indication that they have seen post and read the caption.
3. T then posts a series of photos and tags 5 SS in each photo. The following text is included in each post:
 - a. "Describe any part of this photo in the comments section. Remember that you use adjectives to describe nouns and adverbs to describe verbs.
 - b. #descriptivewriting
 - c. #(school initials and class level/name)"

4. SS write a descriptive sentence in the comments section for each photo that they are tagged in.
5. T provides feedback to SS through direct messaging.
 - a. SS should be encouraged to write sentences that are different from their peers.

Sample Introduction Activity

1. T posts a photo of the phrase "Descriptive Writing" and tags SS in the photo. The following text, with amendments made to the words in parentheses are included:
 - a. "Today, we are going to write some descriptive sentences. I will post a series of 5 photos. For each photo, I will tag 5 students. If you are tagged in the photo, please write a descriptive sentence for the photo in the comments section. #descriptivewriting #AEAlevel2"

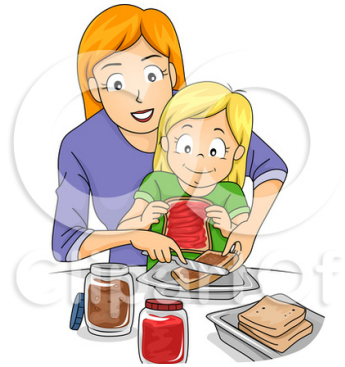
Descriptive Writing

2. SS like T's post as an indication that they have seen post and read the caption.
3. T then posts a series of photos and tags 5 SS in each photo. The following text is included in each post:
 - a. "Describe any part of this photo in the comments section. Remember that you use adjectives to describe nouns and adverbs to describe verbs. #descriptivewriting #AEAlevel2"
 - b. Photo 1: A sunny day at a crowded beach.
(<http://previews.123rf.com/images/malchev/malchev1306/malchev13060001/20321945-Cartoon-illustration-of-busy-beach-No-transparency-and-gradients-used--Stock-Vector.jpg>)



- c. Photo 2: A family getting ready to go to the beach.
(<http://images.clipartof.com/small/1271747-Clipart-Of-A-Red-Haired->

White-Mother-Teaching-Her-Blond-Daughter-How-To-Make-Peanut-Butter-And-Jelly-Sandwiches-Royalty-Free-Vector-Illustration.jpg)



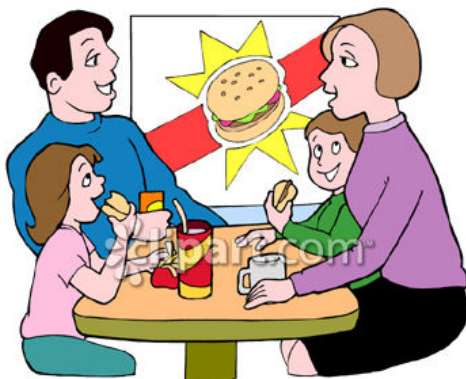
- d. Photo 3: The family arrives at the parking lot.
(<http://thumbs.dreamstime.com/t/parking-lot-area-cars-47574380.jpg>)



- e. Photo 4: The family finds a spot on the beach.
(<http://images.clipartpanda.com/family-vacation-clipart-summer.gif>)



- f. Photo 5: The family heads to a restaurant for dinner.
(http://www.clipartguide.com/_named_clipart_images/0060-0808-2613-5203_Family_Eating_Burgers_in_a_Fast_Food_Place_clipart_image.jpg)
-



4. SS write a descriptive sentence in the comments section for each photo that they are tagged in.
 - a. Possible SS' responses: "It is a sunny day at the beach; The family are making sandwiches to eat at the beach; The parking lot is really crowded; They looked for an empty spot on the beach; They went to In-n-Out for dinner."
5. T provides feedback to SS through direct messaging.
6. SS should be encouraged to write sentences that are different from their peers.

Review Activity: Writing Chain - Describe And Tag

Description: SS learn to write a descriptive essay collaboratively using photos in *Instagram*.

Language Objective: SS will write a descriptive essay by describing photos on *Instagram*.

Content Objective: SS will learn how to use the five senses to create a descriptive essay.

Assessment: SS will write at least 5 descriptive sentences based on each of the five senses. Refer to the Writing Rubrics (Appendix A) for more guidelines.

Planning Time: 20 minutes

Activity Time: In class: 10-20 minutes per SS; Outside of class: Varies, set a time by which SS need to respond by.

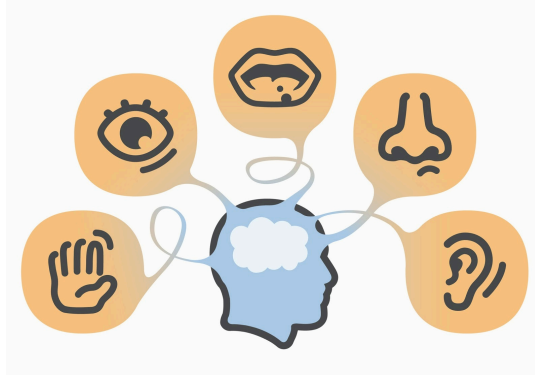
Activity Format:

1. T posts a photo of the five senses and tags each SS in the photo.
 - a. The following text should be included in the post:
 - i. "Today, we will be working on descriptive writing. To begin, we will use each of the five senses, sound, sight, touch, smell, and taste to help us describe the photo in the next post. If you are tagged in my next post, you will have to describe the photo using

- each of the five senses.
 - ii. #descriptivewriting
 - iii. #(school initials and class level/name)"
2. SS like T's post as an indication that they have seen post and read the caption.
 3. T will post a series of descriptive photos, one at a time, and tag 1 SS in the photo each time. The number of photos is dependent on the number of SS in the class.
 - a. The following text should be included in the post:
 - i. "@ (SS #1's *Instagram* handle) Describe this photo using each of the 5 senses. What can you hear, see, touch, smell, and taste in this photo?
 - ii. #descriptivewriting
 - iii. #(school initials and class level/name)"
 4. SS #1 responds by commenting on T's post, beginning with T's *Instagram* handle.
 5. All other SS like T's post as an indication that they have seen post and read the caption.
 6. T sends a direct message to SS #1 providing feedback on their writing.
 7. T continues to post the rest of the photos in the series, tagging a target SS for each one.
 8. SS should respond on their tagged photo by commenting on it and beginning with T's *Instagram* handle.
 - a. All other SS like T's post as an indication that they have seen post and read the caption.
 9. The writing chain continues until all SS have been tagged in a photo to describe.
 10. T provides feedback to each SS via direct messaging.
 11. SS and T can review the completed essay on T's *Instagram* feed.

Sample Review Activity

1. T posts a photo of the five senses and tags each SS in the photo.
 - a. The following text should be included in the post:
 - i. "Today, we will be working on descriptive writing. To begin, we will use each of the five senses, sound, sight, touch, smell, and taste to help us describe the photo in the next post. If you are tagged in my next post, you will have to describe the photo using each of the five senses.
 - ii. #descriptivewriting
 - iii. #AEAlevel2"
- (<http://www.clipartbest.com/cliparts/9Tz/r7G/9Tzr7GXTE.jpeg>)



2. SS like T's post as an indication that they have seen post and read the caption.
3. T will post a series of descriptive photos about a trip to Paris, one at a time, and tag 1 SS in the photo each time. The number of photos is dependent on the number of SS in the class.
 - a. The following text should be included in the post:
 - i. "@ (SS #1's *Instagram* handle) Describe this photo using each of the 5 senses. What can you hear, see, touch, smell, and taste in this photo?
 - ii. #descriptivewriting
 - iii. #AEAlevel2"

(http://thumb7.shutterstock.com/display_pic_with_logo/1308715/315046979/stock-vector-passengers-waiting-at-the-departure-terminal-in-the-airport-vector-illustration-eps-315046979.jpg)



4. SS #1 responds by commenting on T's post, beginning with T's *Instagram* handle and ending with a classmate's *Instagram* handle.
 - a. Possible SS' response: "@ (T's *Instagram* handle) People are talking loudly and excitedly. The airport is crowded with people and luggage. Liz sits down on a cold, hard chair with her food. The air is filled with the smell of french fries as Liz opens her bag and bites down on a crispy, moist fry. #descriptivewriting #AEAlevel2 @ (SS #2's *Instagram* handle)"
5. All other SS like T's post as an indication that they have seen post and read the

caption.

6. T sends a direct message to SS #1 providing feedback on their writing.
 7. T continues to post the rest of the photos in the series, tagging a target SS for each one.
 8. SS should respond on their tagged photo by commenting on it and beginning with T's *Instagram* handle.
 - a. All other SS like T's post as an indication that they have seen post and read the caption.
 9. The writing chain continues until all SS have been tagged in a photo to describe.
 10. T provides feedback to each SS via direct messaging.
 11. SS and T review the completed essay on T's *Instagram* feed.
-

Unit 3: Snapchat

INTRODUCTION/SETUP

1. Starting An Account/Using An Existing Account:
<https://support.snapchat.com/ca/getting-started>

Creating an Account and Username

To get started, download the Snapchat app from the iTunes App Store for iOS or from the Google Play Store for Android. Then follow the steps below to sign up for a new account.

1. On the Welcome screen, tap '**SIGN UP.**'
2. Tap the field that says '**Email Address**' and enter a valid email address. It's important to have a valid email address associated with your account. If you forget your password, your email address can be used to reset it.
3. Tap the field that says '**Password**' and enter a secure password. Your password must be at least 8 characters.
4. Choose your username. Your username is your identity on Snapchat. Make it something unique to you and remember that you cannot change your username once you have set it.
5. Verify your phone number. This step is optional, and you can verify your phone number at any time. If you ever forget your password, we can send a password reset text to your verified phone number.
6. Lastly, prove you're not a robot! Once you've completed this step you're ready to get Snapping!

2. Posting
 - a. Photos/Videos: <https://support.snapchat.com/ca/snaps>
<https://support.snapchat.com/a/create>

Snaps

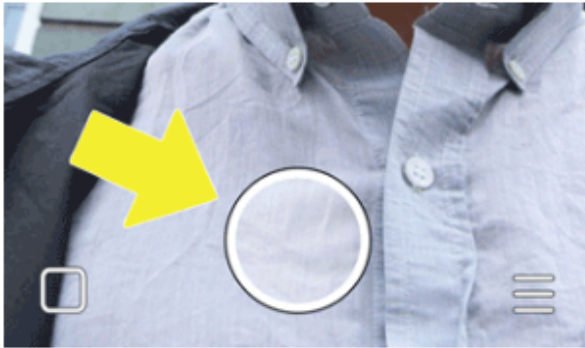
Snaps are picture or video messages taken and shared with friends on Snapchat in real-time. Snaps can be viewed for up to 10 seconds, depending on the amount of time the user chooses. Snapchatters can choose to have their photo or video saved in their phone's photo gallery or just sent to friends.

By default, Snaps disappear from the screen once they are viewed - unless your friend decides to keep it, such as with a screenshot or separate camera. Snaps are meant to make conversation more spontaneous, visual and fun!

Taking Photos and Videos


To take a photo Snap, tap  once.

To record a video Snap, press and hold  for as long as you want the video to be.



To delete your photo, tap **X** in the top left corner.

Drawing and Adding a Caption

To draw on your Snap, tap  in the top right corner.


To set the timer for a photo Snap, tap the timer icon in the bottom left corner and select the amount of time you want your Snap to last, but note that we can't guarantee the Snap will only last for this amount of time and the recipient could take a screenshot of the Snap.

To add a caption, tap the middle of the screen and enter text. Tap anywhere (or press "Done") to exit out of the caption interface.

b. Replaying: <https://support.snapchat.com/ca/replay>

Replay lets you view a Snap one more time!

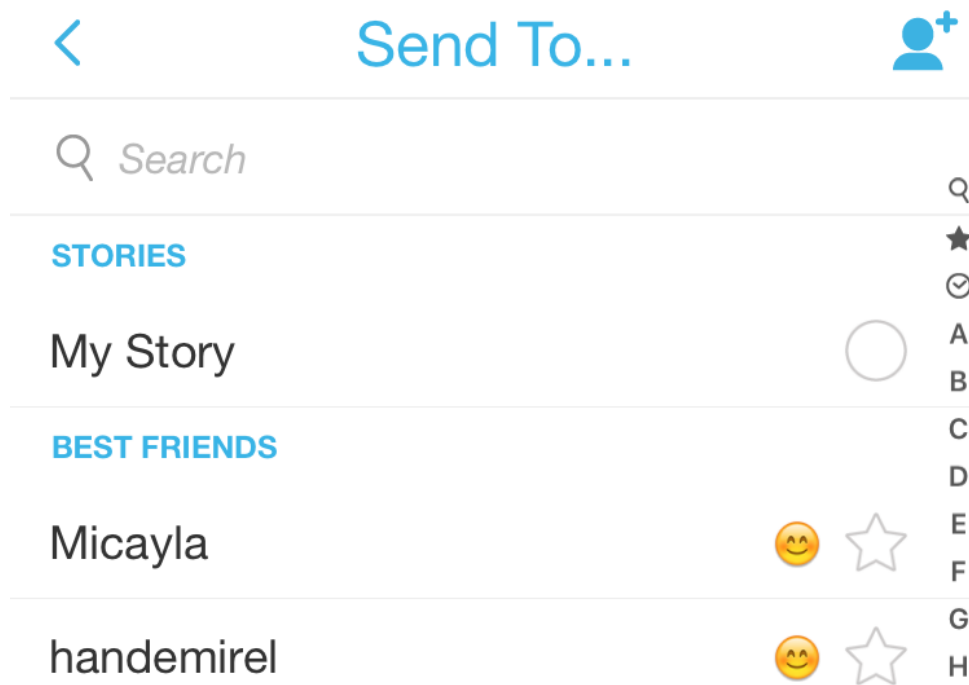
Press and hold on a Snap you've just viewed to use your one free daily Replay. Then tap the Snap to view it again! You must view your Replay before leaving the app.

If your friend replays your Snap, you will see  next to their name on your recently viewed screen.

If you receive multiple Snaps in a row from a friend, here's how to replay just one of them:

1. Swipe right on your friend's name to enter Chat.
2. Press and hold on the specific Snap you'd like to replay.
3. Enjoy! Remember you must view your Replay before leaving the app.


- c. Sending to Other Users: Select users by tapping on the circle or star corresponding to their *Snapchat* handle. (Author's own image)



- d. *My Story*: <https://support.snapchat.com/ca/stories>

Take a Snap on the main camera page.



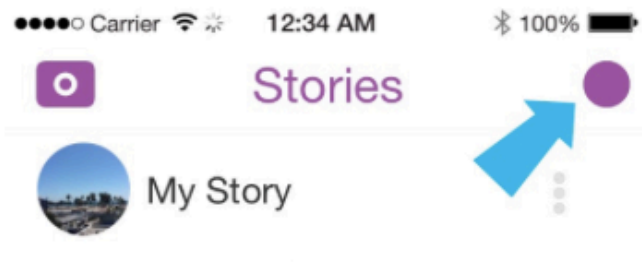
Tap the  icon on the bottom of the screen (and if it is your first time, confirm that you want to post the Story).




The Snap will be added to your Story.

Stories are a fun way to keep up with friends. Each Story is a compilation of Snaps that a friend has posted to their Story over the course of one 24-hour period. Each Snap in a Story disappears after 24 hours. You can view a friend's story as many times as you'd like before it disappears! Follow the below steps to view a Story.



1. Swipe left on the camera screen to see the Stories screen.
2. Scroll down to the Recent Updates header.
3. Tap a friend's name to view their Story.



To **delete** a Snap from your Story follow the below steps.

1. Tap  to the right of My Story.
2. Tap a Snap.
3. Tap **X** at the bottom of the screen to delete the Snap.

Please follow the below steps to **save** a Snap from your Story.

1. Tap  to the right of My Story.
2. Tap a Snap.
3. Tap  at the bottom of the screen to save the Snap to your camera roll.

3. Introduction Activity: To ensure that students know how to use *Snapchat*
 - a. Teacher (T) sends a snap to all students (SS), with amendments made for the words in parentheses:
 - i. Video Transcript: "Welcome to Snapchat! To make sure that you know how to use it, please post an video introduction of yourself and send it to all your classmates."
 - ii. T also posts the snaps to *My Story* so that SS can view it as many times as they like.
 - b. T then sends her own introduction in a video snap to all SS and to *My Story* so that SS can view it as many times as they like.
-

GRAMMAR

Introduction Activity

Description: Students (SS) are introduced to the target grammar in a multimedia way.

Language Objective: SS will use target grammar to complete sentences and further demonstrate their understanding by acting out the target grammar in a video.

Content Objective: SS will learn about the target grammar.

Assessment: SS should be able to answer at least 80% of the target grammar questions from the photo/video posts and act out at least 1 example of the target grammar in a video.

Planning Time: 20 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) sends a series of video snaps introducing the target grammar to all SS. The definition used should be in line with the definition given in the textbook used with the class. T also posts the snaps to *My Story* so that SS can view it as many times as they like.
 - a. Video Transcript: "Today, we are learning about (target grammar). (Give definition of target grammar and provide examples in subsequent video snaps)"
2. T checks that all SS have viewed the snaps and then sends a series of photo snaps posing questions (minimum 10) for SS to complete.
3. SS to send snaps back to T with their response, either as a video or a photo.
4. T to provide feedback by sending snaps back to SS.
5. T then sends SS the following video snap:
 - a. Video Transcript: "Pick one of the questions you have just filled in. Act it out in a video and send it to me. You can also make a video of your own sentence."
 - b. T also posts the snaps to *My Story* so that SS can view it as many times as they like.
6. T then sends an example video snap and checks that all SS have viewed both snaps.
 - a. T also posts the snaps to *My Story* so that SS can view it as many times as they like.
7. SS to send snaps back to T with their responses in a video.
8. T to provide feedback by sending snaps back to SS.

Sample Introduction Activity**Target Grammar:** First Conditional

1. T sends a series of video snaps introducing the target grammar to all SS. The definition used should be in line with the definition given in the textbook used with the class. T also posts the snaps to *My Story* so that SS can view it as many times as they like.
 - a. Video #1: "Today, we are learning about the first conditional. The first conditional is used for talking about situations that might happen in the future and their consequences."
 - b. Video #2: "This is its structure: If + present tense, will + base form. For example: If I oversleep, I will be late for school. Note the comma."
 - c. Video #3: "The if clause can also come second: I will be late for school if I oversleep. Note that there is no comma used."
 - d. Video #4: "This is the question form: What will you do if you oversleep?"

2. T checks that all SS have viewed the snaps and then sends a series of photo snaps posing questions (minimum 10) for SS to complete.
 - a. 1. If it _____ tomorrow, I _____ to school. (rain, not come)
 - b. 2. Henry _____ angry if you _____ his toy. (be, break)
 - c. 3. _____ you _____ the baby if she _____? (pick up, cry)
 - d. 4. If you _____ for help, I _____ you. (call, hear)
 - e. 5. If the dog _____, Mary _____ it for a walk. (bark, take)
 - f. 6. _____ you _____ my books if you _____ to the library? (return, go)
 - g. 7. She _____ you a sandwich if you _____ her nicely. (make, ask)
 - h. 8. If Jane _____ hard, she _____ the test. (study, pass)
 - i. 9. Mark _____ a car if his old one _____ down. (buy, break)
 - j. 10. We _____ to the beach if it _____ sunny tomorrow. (go, be)
 3. SS to send snaps back to T with their response.
 - a. Possible SS' responses:
 - i. 1. If it rains tomorrow, I will not come to school.
 - ii. 2. Henry will be angry if you break his toy.
 - iii. 3. Will you pick up the baby if she cries?
 - iv. 4. If you call for help, I will hear you.
 - v. 5. If the dog barks, Mary will take it for a walk.
 - vi. 6. Will you return my books if you go to the library?
 - vii. 7. She will make you a sandwich if you ask her nicely.
 - viii. 8. If Jane studies hard, she will pass the test.
 - ix. 9. Mark will buy a car if his old one breaks down.
 - x. 10. We will go to the beach if it is sunny tomorrow.
 4. T to provide feedback by sending snaps back to SS.
 5. T then sends SS the following video snap:
 - a. Video Transcript: "Pick one of the questions you have just filled in. Act it out in a video and send it to me. You can also make a video of your own sentence."
 - b. T also posts the snaps to *My Story* so that SS can view it as many times as they like.
 6. T then sends an example video snap and checks that all SS have viewed both snaps.
 - a. Example Snap:
 - i. Text transcript: "If the dog barks, Mary will take it for a walk."
 - ii. Video of a dog barking and a girl taking the dog for a walk.
 - b. T also posts the snaps to *My Story* so that SS can view it as many times as they like.
-

7. SS to send snaps back to T with their responses in a video.
 - a. Possible SS' responses:
 - b. "If it rains tomorrow, I will not come to school.": Video of rain and the student still in bed.
 - c. "Will you pick up the baby if she cries?": Video of a baby crying and a student looking at it.
 8. T to provide feedback by sending snaps back to SS.
-

Review Activity: Is That Right?

Description: SS have to identify grammar errors based on photos/videos posted by T.

Language Objective: SS will correct grammar errors from posts by T.

Content Objective: SS will review previously taught grammar in an interactive and multimedia way.

Assessment: SS should be able to identify at least 80% of the grammar errors from the photos/videos.

Planning Time: 10 minutes

Activity Time: In class: 20-30 minutes. Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. T sends a video snap, tasking SS to identify the grammar errors in the subsequent snaps. T also posts the snaps to *My Story* so that SS can view it as many times as they like.
 - a. Video Transcript: "Identify the (target grammar)/grammar errors, if any, in my subsequent snaps by replying with a snap of your own. You may respond with a video, a photo, or in the chat."
 - b. Text: If there is no error, reply with "correct".
 - c. T can choose to focus on one particular grammar aspect or any of the grammar aspects that have already been taught.
 2. T checks that all SS have viewed the snaps and then posts a series of at least 10 photo/video snaps to all SS. To provide more support, T can read the sentences aloud in a video.
 3. SS respond by sending snaps back to T.
 4. T to provide feedback by sending snaps back to SS.
-

Sample Review Activity

Target Grammar: Present Perfect

-
1. T sends a video snap, tasking SS to identify the grammar errors in the subsequent snaps. T also posts the snaps to *My Story* so that SS can view it as many times as they like.
 - a. Video Transcript: "Identify the grammar errors, if any, in my subsequent snaps by replying with a snap of your own. You may respond with a video, a photo, or in the chat."
 - b. Text: If there is no error, reply with "correct".
 2. T checks that all SS have viewed the snaps and then posts a series of 10 photo/video snaps to all SS. To provide more support, T can read the sentences aloud in a video.
 - a. 1. We have worked in the school since January.
 - b. 2. She haven't finish yet.
 - c. 3. They've been to Chile.
 - d. 4. Mary has lived here for 1990.
 - e. 5. I has been to Korea.
 - f. 6. He's make many movies.
 - g. 7. Has you ever been to Paris?
 - h. 8. Jack has live abroad never.
 - i. 9. She's seen that movie last week.
 - j. 10. I've already eaten dinner.
 3. SS respond by sending snaps back to T.
 - a. Possible SS Responses:
 - i. 1. Correct.
 - ii. 2. She hasn't finished yet.
 - iii. 3. Correct.
 - iv. 4. Mary has lived here since 1990.
 - v. 5. I have been to Korea.
 - vi. 6. He's made many movies.
 - vii. 7. Have you ever been to Paris?
 - viii. 8. Jack has never live abroad.
 - ix. 9. She's seen that movie.
 - x. 10. Correct.
 4. T to provide feedback by sending snaps back to SS.
-

VOCABULARY

Introduction Activity

Description: Students (SS) are introduced to the target vocabulary using photos/videos.

Language Objective: SS will recall target vocabulary with the help of photos/videos.

Content Objective: SS will learn about target vocabulary and be able to use it in the appropriate situation.

Assessment: SS should be able to identify at least 80% of the target vocabulary from the photos/videos.

Planning Time: 10 minutes

Activity Time: In class: 20-30 minutes. Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) sends an introduction to the vocabulary theme to all SS. It can be a photo or a video snap. The following text should be included in the post, with amendments made for the words in parentheses.
 - a. "Today, we are going to learn about (target vocabulary). I will post (number of snaps) snaps based on this theme. Please watch/read each post."
 - b. This snap should also be sent to *My Story* so that SS can view it at least twice.
2. T checks that all SS have viewed the snaps and then posts a series of snaps (at least 5) based on the chosen vocabulary theme. For each snap, there should be a definition, a synonym/an antonym, and a photo that represents the target word if possible.
 - a. As snaps are limited to 10 seconds, there may be multiple snaps per word.
 - b. T also posts the snaps to *My Story* so that SS can view it at least twice.
3. After all SS have viewed the snaps, T deletes the snaps from *My Story* and posts another series of snaps and tasks SS to respond with the correct vocabulary word. For each snap, only one of the following should be posted: the definition, the synonym/antonym, or photo. The snaps should be posted in random order.
4. SS respond by sending snaps back to T.
5. T to provide feedback by sending snaps back to SS.

Sample Introduction Activity

Vocabulary Theme: Animals

1. T sends an introduction to the vocabulary theme to all SS. It can be a photo or a video snap. The following text should be included in the post, with amendments made for the words in parentheses.
 - a. "Today, we are going to learn about animals. I will post 5 snaps based on this theme. Please watch/read each post."

(<http://thumbs.dreamstime.com/z/wild-animals-set-different-35539966.jpg>)



- b. This snap should also be sent to *My Story* so that SS can view it at least twice.
2. T checks that all SS have viewed the snaps and then posts a series of snaps (at least 5) based on the chosen vocabulary theme. For each snap, there should be a definition, a synonym/an antonym, and a photo that represents the target word if possible.
 - a. As snaps are limited to 10 seconds, there may be multiple snaps per word.
 - b. T also posts the snaps to *My Story* so that SS can view it at least twice.



3. 1. Text: Dolphin
(http://dreamatico.com/data_images/dolphin/dolphin-2.jpg)



4. 2. Text: Gorilla
(http://assets.nydailynews.com/polopoly_fs/1.1466956!/img/httpImage/image.jpg)
-

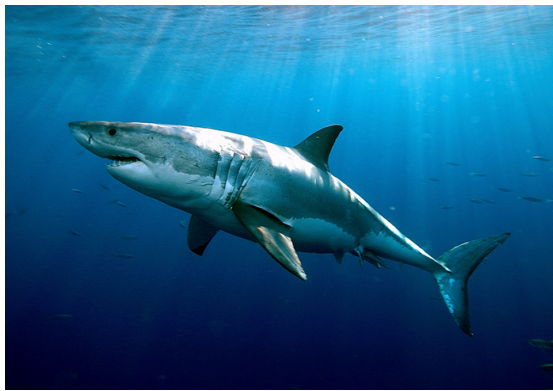
_gen/derivatives/article_970/dallas-anti-social-ape.jpg)



5. 3.

Text: Chicken

(<http://weknowyourdreams.com/images/chicken/chicken-06.jpg>)



6. 4.

Text: Shark

(<http://www.livescience.com/images/i/000/061/056/original/great-white.jpg?1389213661>)



7. 5.

Text: Snake

(<http://nationalzoo.si.edu/Animals/ReptilesAmphibians/Exhibit/Profiles/images/PineSnake.jpg>)

8. After all SS have viewed the snaps, T deletes the snaps from *My Story* and posts another series of snaps and tasks SS to respond with the correct vocabulary word. For each snap, only one of the following should be posted: the definition, the synonym/antonym, or photo. The snaps should be posted in random order.

9. SS respond by sending snaps back to T.

- a. Possible SS Responses:

- i. Gorilla
- ii. Dolphin
- iii. Shark
- iv. Chicken
- v. Snake

10. T to provide feedback by sending snaps back to SS.

Review Activity: Guess The Word!

Description: SS review previously taught vocabulary by guessing the word based on a series of clues.

Language Objective: SS will find words and construct meaning from them.

Content Objective: SS will expand their vocabulary knowledge by making word associations.

Assessment: SS should be able to get at least 80% of the words correct by the second clue.

Planning Time: 10-20 minutes

Activity Time: In class: 30-45 minutes. Outside of class: Varies, set a time by which SS need to respond by.

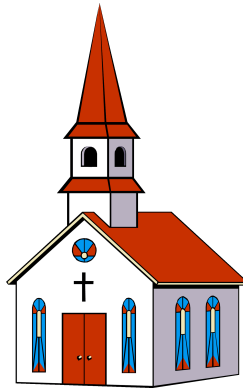
Activity Format:

1. T sends a photo/video snap with the chosen vocabulary theme to all SS and the following text, with amendments made for the words in parentheses:
 - a. Video Transcript: "Today, we will be reviewing (target vocabulary theme). I will post 1 clue every 20 seconds until everyone is able to get the correct answer. Then, I will start the next set of clues."
 - b. Text: "There will be (number of words/phrases) words/phrases to guess."
 - c. T also posts the snap to *My Story* so that SS can view it as many times as they like.
2. T checks that all SS have viewed the snaps and then posts the first clue for the first word of the theme to all SS and *My Story*.
3. SS respond by sending snaps back to T.
4. T reply with a snap indicating if SS is right or wrong.
5. T continues to post clues to all SS and *My Story* until all SS have responded with the correct word/phrase.
6. T then posts the next set of clues.

Sample Review Activity

Target Vocabulary: Verbs with Get

1. T sends a photo/video snap with the chosen vocabulary theme to all SS and the following text, with amendments made for the words in parentheses:
 - a. Video Transcript: "Today, we will be reviewing verbs with get. I will post 1 clue every 20 seconds until everyone is able to get the correct answer. Then, I will start the next set of clues."
 - b. Text: "There will be 5 phrases to guess."
 - c. T also posts the snap to *My Story* so that SS can view it as many times as they like.
2. T checks that all SS have viewed the snaps and then posts the first clue for the first word of the theme to all SS and *My Story*.
 - a. 1. Get married
 - i. Clue #1a: Wedding bells (sound)
3. SS respond by sending snaps back to T.
 - a. Possible SS Response:
 - b. 1. Get married
4. T reply with a snap indicating if SS is right or wrong.
5. T continues to post clues to all SS and *My Story* until all SS have responded with the correct word/phrase.



- a. Clue #1b: A church
(<http://images.clipartpanda.com/church-building-clipart-FaithChurch.gif>)



- b. Clue #1c: A bride and groom
(<http://www.clipartbest.com/cliparts/4cb/Bqx/4cbBqxocg.jpeg>)
-

-
6. T then posts the next set of clues.
- a. 2. Get worse
 - i. Clue #2a: Coughing (video)



- ii. Clue #2b:
A thermometer (http://img.medicalexpo.com/images_me/photo-g/67906-98407.jpg)



- iii. Clue #2c:
(<http://images.clipartof.com/small/5858-Hospital-Patient-In-A-Bed-A-Fish-In-His-IV-Container-Clipart-Illustration.jpg>)

www.clipartof.com · 5858

Hospital/Patient

- b. 3. Get a job



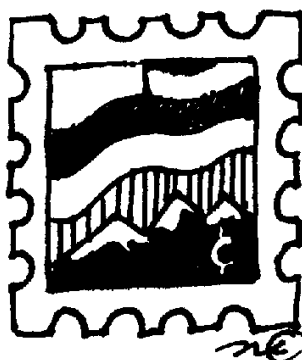
- i. Clue #3a:
(http://www.thepcmanwebsite.com/media/classified_ads.gif)

Classified ads



Resume

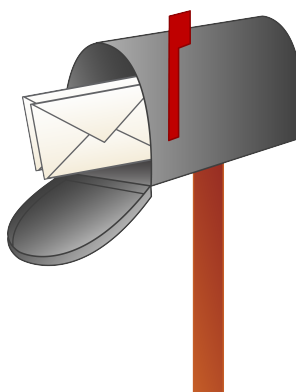
- ii. Clue #3b: (<http://www.livecareer.com/images/uploaded/lca/sample-4.jpg>)
- iii. Clue #3c: "Congratulations, you've...." (Video of shaking hands)
- c. 4. Get a letter
- i. Clue #4a: Paper and writing (video)



- ii. Clue #4b:

A stamp

(<http://school.discoveryeducation.com/clipart/images/po-stamp.gif>)



- iii. Clue #4c:

Mailbox

(<http://sweetclipart.com/multisite/sweetclipart/files/mailbox.png>)

- d. 5. Get a present



- i. Clue #5a: A bow
(http://sweetclipart.com/multisite/sweetclipart/files/cute_pink_bow_clipart.png)
- ii. Clue #5b: A birthday party (video)



- iii. Clue #5c: A present
(http://images.clipartpanda.com/birthday-20clipart-colorful_kids_birthday_present.png)

- 7. SS respond by sending snaps back to T.
- 8. T reply with a snap indicating if SS is right or wrong.

LISTENING & SPEAKING

Introduction Activity

Description: Students (SS) record themselves (audio or video) and receive feedback from peers and Teacher (T) on articulation and clarity as a way to improve their oral production.

Language Objective: SS will use speech to tell their peers about themselves or something that they like in an audio/video recording.

Content Objective: SS will answer questions and learn about the oral language needed to talk about themselves or something they like. SS will also listen to/watch their peers' recording and provide feedback on their peers' speech.

Assessment: SS will complete at least 5 audio/video recordings during the semester/quarter. Refer to the Speaking Rubrics (Appendix B) for more guidelines.

Planning Time: 10 minutes

Activity Time: In class: 20-30 minutes. Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. T sends the following snap to all SS, with amendments made for the words in parentheses:
 - a. Video Transcript: "(Post a question). Respond either with audio only or in a video."
 - b. This snap should also be sent to *My Story* so that SS can view it as many times as they like.
2. T checks that all SS have viewed the snap and then posts a video response to the question to all SS and *My Story*.
 - a. T should decide if responses should be limited to 10 seconds.
3. SS respond by sending snaps back to T and their classmates.
4. T to provide feedback by sending snaps back to SS.
5. T also tasks SS with giving feedback to at least two of their peers.
 - a. Video transcript: "Please give feedback to at least two of your classmates. Remember to send the snap to me as well so I know that you did it."
 - b. T to acknowledge SS' feedback snap by sending a snap back.

Sample Introduction Activity

1. T sends the following snap to all SS and to *My Story*, with amendments made for the words in parentheses:
 - a. Video Transcript: "What are you going to do this weekend? Why? Respond either with audio only or in a video."
 - b. This snap should also be sent to *My Story* so that SS can view it as many times as they like.
2. T checks that all SS have viewed the snap and then posts a video response to the question to all SS and *My Story*.
 - a. Video Transcript: "I am going to a birthday party on Sunday. My friend's baby is going to be 2 years old."
3. SS respond by sending snaps back to T and their classmates.
4. T to provide feedback by sending snaps back to SS.
5. T also tasks SS with giving feedback to at least two of their peers.
 - a. Video transcript: "Please give feedback to at least two of your classmates. Remember to send the snap to me as well so I know that you did it."

- b. T to acknowledge SS' feedback snap by sending a snap back.

Review Activity: My Day In 10s Intervals

Description: SS record at least 5 audios/videos of what they did over the course of the day.

Language Objective: SS will practice speaking by telling their peers about their day.

Content Objective: SS will learn about their peers' daily lives.

Assessment: SS will complete at least 5 audio/video recordings during the semester/quarter. Refer to the Speaking Rubrics (Appendix B) for more guidelines.

Planning Time: 5 minutes

Activity Time: Varies as it occurs outside of class. Set a time by which SS need to respond by.

Activity Format:

1. T sends the following snap to all SS, with amendments made for the words in parentheses:
 - a. Video Transcript: "Share about your day. Post a series of 5 snaps and share them with your peers and I."
 - b. This snap should also be sent to *My Story* so that SS can view it as many times as they like.
2. T checks that all SS have viewed the snap and then sends SS her first video snap for the day. T also sends it to *My Story* so that SS can refer to it as a guide.
3. SS to post snaps to peers, T, and their *My Story*.
4. T to provide feedback by sending snaps back to SS.
 - a. Feedback can be given after each snap or at the end of 5 snaps.
5. Once most of the SS have posted at least 5 snaps, T sends the following snap to all SS.
 - a. "View at least two of your peers' snaps and respond with a comment. Remember to send the snap to me as well so I know that you did it."
 - b. This snap should also be sent to *My Story* so that SS can view it as many times as they like.
 - c. T to acknowledge SS' feedback snap by sending a snap back.

Sample Review Activity

1. T sends the following snap to all SS, with amendments made for the words in parentheses:
 - a. Video Transcript: "Share about your day. Post a series of 5 snaps and share them with your peers and I."

-
- b. This snap should also be sent to *My Story* so that SS can view it as many times as they like.
 - 2. T checks that all SS have viewed the snap and then sends SS her first video snap for the day. T also sends it to *My Story* so that SS can refer to it as a guide.
 - a. Possible Sample Video Transcript: "The first thing I have to do when I wake up is have coffee!!" (Video of T with coffee)



(Author's own image)

- 3. SS to post snaps to peers, T, and their *My Story*.
 - 4. T to provide feedback by sending snaps back to SS.
 - a. Feedback can be given after each snap or at the end of 5 snaps.
 - 5. Once most of the SS have posted at least 5 snaps, T sends the following snap to all SS.
 - a. "View at least two of your peers' snaps and respond with a comment. Remember to send the snap to me as well so I know that you did it."
 - b. This snap should also be sent to *My Story* so that SS can view it as many times as they like.
 - c. T to acknowledge SS' feedback snap by sending a snap back.
-

READING

Introduction Activity

Description: Students (SS) will reduce their anxiety when reading longer articles by reading them in shorter chunks.

Language Objective: SS will preview long articles by reading them in chunks.

Content Objective: SS will read and combine a series of short paragraphs to understand a longer article.

Assessment: SS will post at least 1 snap that contributes to the summary of the article.

Planning Time: 20-30 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) takes photos of a series of paragraphs that are part of a longer article and sends it to SS, one paragraph at a time.
 - a. Each paragraph should be sent at least 4 times so that SS will have at least 40 seconds to read each paragraph.
 - b. About 100 words per snap is ideal.
2. After reading each chunk/paragraph, SS responds to T's post with any vocabulary questions they may have, either verbally or as text.
 - a. T should send response to vocabulary question/s to all SS.
3. T then sends each subsequent paragraph, repeating the cycle until the article is complete.
4. SS then summarize the article verbally as a class, with each SS building on another SS's snap.
 - a. T may need to post questions to support this.
5. T acknowledges SS' post by sending an overall video commentary and a link to the entire article for SS' reference, with amendments made to the text in parentheses:
 - a. Video Transcript: "Great summary from everyone! I hope you now know a little bit more about (topic) and learned some new words too!"

Sample Introduction Activity

1. Teacher (T) takes photos of a series of paragraphs that are part of a longer article (<http://www.eslfast.com/eslread/ss/s001.htm>) and sends it to SS, one paragraph at a time.
 - a. Each paragraph should be sent at least 4 times so that SS will have at least 40 seconds to read each paragraph.
 - b. First Paragraph: "America is known as the land of opportunity, where one could achieve anything they put their mind to, no matter who they are. Thousands of people immigrate to the United States every year from different parts of the world to have access to these kinds of opportunities. This is what is known as "the American dream". One of the many reasons America is such a great country is the diversity you see all around. America is one big melting pot of citizens from different backgrounds. America is also home to many of the world's top colleges and universities."
2. After reading the chunk/paragraph, SS responds to T's post with any vocabulary questions they may have, either verbally or as text:

- a. Possible SS' response: "What does 'opportunity' mean? What does 'diversity' mean?"
 - b. T should send response to vocabulary question/s to all SS.
 - c. Possible T's response: "Opportunity means a time/situation in which something can be done; a chance. Diversity means to have many different types, in the case of America, it refers to the different types of people, where they're from and their ethnicity."
 3. T then sends the subsequent paragraph.
 - a. Second Paragraph: "The California Institute of Technology is a top world ranked college that focuses highly on science and engineering. It is located in the city of Pasadena. Harvard University is another top world ranked college that you might be familiar with. The buildings at Harvard date all the way back to the year 1636, making Harvard the oldest university in the United States. It is located in the state of Massachusetts. University of California, Los Angeles is another institute worthy of recognition. Located next to Hollywood, UCLA has distinguished itself as a prestigious and selective university due to the number of people who apply for admission throughout the United States."
 4. After reading the chunk/paragraph, SS responds to T's post with any vocabulary questions they may have, either verbally or as text:
 - a. Possible SS' response: "What does 'recognition' mean? What does 'distinguished' mean? Prestigious? Selective?"
 - b. T should send response to vocabulary question/s to all SS.
 - c. Possible T's response: "Recognition means to pay special attention to. Distinguished means to do something well that deserves paying special attention to. Prestigious means noun of prestige, having respect and admiration for being successful or important. Selective means to choose carefully."
 5. T then sends the subsequent paragraph.
 - a. Third Paragraph: "The universities mentioned are but a few of the many other excellent schools that make the United States so outstanding. America is also known for being at the forefront of freedom and equality. Although our history may be contradictory to these ideals, we have progressed and now live in a land of equal opportunity. Whether you wish to become a doctor, a lawyer, or a librarian, America is the best place to be at to achieve these dreams." (All text taken from <http://www.eslfast.com/eslread/ss/s001.htm>)
 6. After reading the chunk/paragraph, SS responds to T's post with any vocabulary questions they may have, either verbally or as text:
 - a. Possible SS' response: "What does 'forefront' mean? What does
-

- 'contradictory" mean? Ideals?"
- b. T should send response to vocabulary question/s to all SS.
- c. Possible T's response: "Forefront means the most important part. Contradictory means having information that disagrees with other information. Ideals mean ideas."
- 7. SS then summarize the article verbally as a class, with each SS building on another SS's snap.
 - a. T may need to post questions to support this.
 - b. Possible Questions: "What is the article about? What is the "American Dream"? What universities does the article mention? Have you heard of them before? Why do you think some people want to come to America?"
- 8. T acknowledges SS' post by sending an overall video commentary and a link to the entire article for SS' reference.
 - a. Video Transcript: "Great summary from everyone! I hope you now know a little bit more about America and learned some new words too!"

Review Activity: Speed Reading - How Much Do You Remember?

Description: SS read a short paragraph in at least 40 seconds and see how much they can recall and understand. They will also learn to be concise in their responses.

Language Objective: SS will find specific information using their reading skills.

Content Objective: SS will learn to recall and summarize information quickly.

Assessment: SS will be able to get at least 80% of the questions correct.

Planning Time: 20-30 minutes

Activity Time: In class: 20-30 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. T will takes a photo of 2-5 questions, based on Bloom's Taxonomy Level 1 (Knowledge) and/or Level 2 (Comprehension) and sends it to SS.
 - a. T will send it to SS at least 4 times.
2. SS will have 10 seconds to read each snap.
3. Once all SS have seen the questions, T will then takes a photo of a short paragraph with the answers to the questions and sends it to SS.
 - a. T will send it to SS at least 4 times.
 - b. About 100 words per snap is ideal.
4. SS will have 10 seconds to read each snap.
5. After reading the short paragraph, SS responds to T's post with any vocabulary questions they may have, either verbally or as text.

- a. T should send response to vocabulary question/s to all SS.
 6. T then sends each question as a separate snap.
 7. SS should respond to T either by sending a snap of their answer or a video of themselves answering the questions. (T can choose to limit SS to a verbal or written response.)
 8. T acknowledges each SS' post by commenting in the chat section.
-

Sample Review Activity

1. Teacher (T) will takes a photo of 2-5 questions, based on Bloom's Taxonomy Level 1 (Knowledge) and/or Level 2 (Comprehension) and sends it to SS.
 - a. T will send it to SS at least 4 times.
 - b. "Questions:
 - c. 1. What do the English couple have to choose between?
 - d. 2. How many guinea pigs do they have?
 - e. 3. What is the reason the owner of the house gave?
 - f. 4. How do the guinea pigs help people?"
 2. SS will have 10 seconds to read each snap.
 3. Once all SS have seen the questions, T will then take a photo of short paragraph with the answers to the questions and sends it to SS.
 - a. T will send it to SS at least 4 times.
 - b. Paragraph " An English couple could lose their home or their pets. Clive and Rose Restall live with their 21 guinea pigs. The owners of the house say this is too many. They want the couple to get rid of the guinea pigs. The owners warned Mr and Mrs Restall that they must move house or say goodbye to the guinea pigs. Mr Restall said his guinea pigs helped him forget about his cancer. They make him happy. He said the guinea pigs have special powers to help people. They help his neighbors with personal problems. He said: "I sometimes loan them out to people if they need someone to talk to." (Taken from <http://www.breakingnewsenglish.com/1511/151104-pets-0.html>)
 4. SS will have 10 seconds to read each snap.
 5. After reading the short paragraph, SS responds to T's post with any vocabulary questions they may have, either verbally or as text.
 - a. Possible SS' response: "What is a "guinea pig"?"
 - b. T should send response to vocabulary question/s to all SS.
 - c. Possible T's response: "A guinea pig is a type of pet that looks like an extra-large hamster."
 6. T then sends each question as a separate snap.
 - a. "1. What do the English couple have to choose between?
 - b. 2. How many guinea pigs do they have?
-

-
- c. 3. What is the reason the owner of the house gave?
 - d. 4. How do the guinea pigs help people?"
 - 7. SS should respond to T either by sending a snap of their answers or a video of themselves answering the questions. (T can choose to limit SS to a verbal or written response.)
 - a. Possible SS' responses: "Their house and their pets, 21, Too many, make him happy, someone to talk to."
 - 8. T acknowledges each SS' post by commenting in the chat section.
-

WRITING

Introduction Activity

Description: Students (SS) will read samples of narrative writing and learn how to break down a narrative story into its parts.

Language Objective: SS will identify elements of narrative writing by looking at examples.

Content Objective: SS will learn about the elements needed for writing a narrative essay.

Assessment: SS will be able identify and list the elements of narrative writing from at least two examples at 80% accuracy.

Planning Time: 20-30 minutes

Activity Time: In class: 60-80 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) sends a video explaining what a story mountain (Appendix E) is.
 - a. Video Transcript: "A story mountain is a useful graphic organizer to help you plan your story. First, you have the beginning where you introduce your characters, then you have the build-up, where things are starting to happen. The third stage is the most exciting stage, the problem occurs! The fourth stage is about how you solve the problem, and the last stage is the ending."
 - b. The recording takes 20 seconds so T will have to send two consecutive snaps to SS. Alternatively, T can send each stage as a separate snap.
2. T takes a photo of a short narrative story and sends it to SS at least 4 times.
3. SS will have ten seconds to read each snap.
4. After reading the story, SS responds to T's post with any vocabulary questions they may have, either verbally or as text.

- a. T should send response to vocabulary question/s to all SS.
5. T then posts a photo of each stage of the story mountain and tasks SS with deciding which part of the short narrative story corresponds to each stage. The following text should be included in the post:
 - a. "Tell me which part of the story goes here."
6. SS can respond by
 - a. taking a photo of their written answer
 - b. recording a video of themselves saying the answer
 - c. typing the answer into the snap
 - d. taking a photo or a video that provides a visual of the answer
7. T acknowledges each SS' post by commenting in the chat section.
8. T then provides SS with more examples of narrative writing, each sent at least 4 times, and tasks them with finding the elements that make them narrative writing essays. The following text should be included in the post:
 - a. "Fill in the story mountain for each story."
9. SS should reply with a photo of their story mountain for each story.
 - a. SS can respond by
 - i. taking a photo of their written answer
 - ii. recording a video of themselves saying the answer
 - iii. typing the answer into the snap
 - iv. taking a photo or a video that provides a visual of the answer
10. T gives feedback to each SS' post in the chat section, based on what they have filled in on their story mountain.

Sample Introduction Activity

1. Teacher (T) sends a video explaining what a story mountain (Appendix E) is.
 - a. Video Transcript: "A story mountain is a useful graphic organizer to help you plan your story. First, you have the beginning where you introduce your characters, then you have the build-up, where things are starting to happen. The third stage is the most exciting stage, the problem occurs! The fourth stage is about how you solve the problem, and the last stage is the ending."

1. The Beginning
Introduce the main characters and describe the setting. What will your opening sentence be?

2. The Build-Up
What things happen? What clues are there? What is said? How do you build up the excitement?

3. The Problem or Dilemma
Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?

4. The Resolution
How are things going to be sorted out? Problems have to be solved, and people made happy again.

5. The Ending
Does the story end happily ever after? What have people learned? Have characters changed?

THE STORY MOUNTAIN PLANNER Name Date

- b. The recording takes 20 seconds so T will have to send two consecutive snaps to SS. Alternatively, T can send each stage as a separate snap.
2. T takes a photo of a short narrative story and sends it to SS at least 4 times.
 - a. Sample story: "Jack and Tim met up at the park to go cycling. Jack had a new bicycle and was excited to try it out. Without a care for other park-goers, they pedaled furiously and recklessly, causing many pedestrians to move quickly out of their way. Jack looked back to smile at Tim. "Watch out!" Tim yelled. Jack crashed into a woman who was crossing the bike path. Her groceries fell out of their bags and rolled all over the place. "You should pay attention when you cycle!" the lady yelled angrily. Jack apologized profusely and helped her to pick up all her groceries. Tim helped too. After that, they rode more slowly and carefully through the park."
3. SS will have ten seconds to read each snap.
4. After reading the story, SS responds to T's post with any vocabulary questions they may have, either verbally or as text.
 - a. Possible SS' response: "What does "furiously" mean? What does "profusely" mean?"
 - b. T should send response to vocabulary question/s to all SS.
 - c. Possible T's response: "Furiously means to do something with a lot of energy. Profusely means to do a lot of an action, in this case, apologize."
5. T then posts a photo of each stage of the story mountain and tasks SS with deciding which part of the short narrative story corresponds to each stage. The following text should be included in the post:
 - a. "Tell me which part of the story goes here."
6. SS can respond by

- a. taking a photo of their written answer
 - b. recording a video of themselves saying the answer or
 - c. typing the answer into the snap
 - d. taking a photo or a video that provides a visual of the answer
 - i. Possible SS' responses:
 - ii. The beginning: "The boys meet up in the park to cycle."
 - iii. The build-up: "The boys cycle through the park very quickly without caring about other pedestrians."
 - iv. The problem: "One of the boys hits a woman with his bicycle. She is very angry. Her groceries go everywhere."
 - v. The resolution: "They apologize to the woman and helped to pick up her groceries."
 - vi. The ending: "The boys cycle through the park more carefully."
 - 7. T acknowledges each SS' post by commenting in the chat section.
 - 8. T then provides SS with more examples of narrative writing, each sent at least 4 times, and tasks them with finding the elements that make them narrative writing essays. The following text should be included in the post:
 - a. "Fill in the story mountain for each story."
 - b. Sample Story 2: "Mary was walking home from school. It was Friday and she was excited about her plans for the weekend. Suddenly, a loud meowing interrupted her thoughts. It seemed to be coming from the large drain beside her. She looked down and saw a small, orange cat in it. It looked at her tearfully. It was trapped. She emptied her backpack and made the straps as long as possible. She then lowered it into the drain. Cleverly, the cat climbed into the backpack and Mary was able to lift it out. Mary lifted the cat out of her backpack. It rubbed its head against Mary's leg and ran off. Mary smiled and continued walking home."
 - c. Sample Story 3: "It was a bright and sunny Saturday morning. Kate and Henry decided to have a picnic lunch in the park. They put together a delicious basket. It had sandwiches, apples, bananas, lemonade, and even a cake for dessert. Soon, they set off for their favorite picnic spot. Just as they had parked their car, they heard a loud rumble of thunder. Within minutes, black clouds filled the sky and it began pouring. "Oh no!" said Kate, "That's the end of our picnic." She was really looking forward to it. "I know," said Henry, "let's have our picnic in the car!" Kate smiled and said, "That's a great idea!" and pulled out an apple to eat."
 - 9. SS should reply with a photo of their story mountain for each story.
 - a. SS can respond by
 - i. taking a photo of their written answer
 - ii. recording a video of themselves saying the answer
-

- iii. typing the answer into the snap
 - iv. taking a photo or a video that provides a visual of the answer
 - b. Possible SS' responses for Story 2:
 - i. The beginning: "Mary was walking home."
 - ii. The build-up: "She heard loud meowing."
 - iii. The problem: "A cat was stuck in the drain."
 - iv. The resolution: "Mary used her bag to get it out of the drain."
 - v. The ending: "Mary saved the cat. It rubbed its face on her leg and ran off."
 - c. Possible SS' responses for Story 3:
 - i. The beginning: "Henry and Kate were going to have a picnic."
 - ii. The build-up: "They heard thunder."
 - iii. The problem: "It began to rain."
 - iv. The resolution: "They had their picnic in the car."
 - v. The ending: "Kate and Henry were happy."
- 10. T gives feedback to each SS' post in the chat section, based on what they have filled in on their story mountain.

Review Activity: Narrative Writing - *My Story As A Storyboard*

Description: SS learn to plan and write a narrative essay using their *Snapchat My Story* as a storyboard.

Language Objective: SS will write a narrative essay by planning out their story using *Snapchat My Story*.

Content Objective: SS will learn about the elements needed for writing a narrative essay and put it together to form a cohesive narrative essay.

Assessment: SS will write at least 1 narrative essay using the prescribed format. Refer to the Writing Rubrics (Appendix A) for more guidelines.

Planning Time: 10-15 minutes

Activity Time: Varies according to how much time T gives. Minimum 40 minutes.

Activity Format:

1. T sends a video reviewing what a story mountain is.
 - a. Video transcript: "A story mountain is a useful graphic organizer to help you plan your story. First, you have the beginning where you introduce your characters, then you have the build-up, where things are starting to happen. The third stage is the most exciting stage, the problem occurs! The fourth stage is about how you solve the problem, and the last stage is the ending."

1. The Beginning
Introduce the main characters and describe the setting. What will your opening sentence be?

2. The Build-Up
What things happen? What clues are there? What is said? How do you build up the excitement?

3. The Problem or Dilemma
Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?

4. The Resolution
How are things going to be sorted out? Problems have to be solved, and people made happy again.

5. The Ending
Does the story end happily ever after? What have people learned? Have characters changed?

THE STORY MOUNTAIN PLANNER Name Date

- b. The recording takes 20 seconds so T will have to send two consecutive snaps to SS. Alternatively, T can send each stage as a separate snap.
2. T then sends a video about the topic for the narrative essay. The words in parentheses should be amended accordingly.
 - a. Video transcript: "Today, you will write a narrative essay on (name of topic). Using *Snapchat*, take photos or videos to help you plan out your story. Once the story has been approved by me, save it to your phone and use it to begin writing."
3. SS should begin taking photos or videos in relation to the topic and sending it to T. There should be at least 5 snaps, one for each stage.
4. T views each snap and leaves a comment in the chat section for approval.
5. SS submit their completed essay at the appointed due date.

Sample Review Activity

1. T sends a video reviewing what a story mountain is.
 - a. Video transcript: "A story mountain is a useful graphic organizer to help you plan your story. First, you have the beginning where you introduce your characters, then you have the build-up, where things are starting to happen. The third stage is the most exciting stage, the problem occurs! The fourth stage is about how you solve the problem, and the last stage is the ending."
 - b. The recording takes 20 seconds so T will have to send two consecutive snaps to SS. Alternatively, T can send each stage as a separate snap.
2. T then sends a video about the topic for the narrative essay. The words in parentheses should be amended accordingly.
 - a. Video transcript: "Today, you will write a narrative essay on "An

Accident". Using *Snapchat*, take photos or videos to help you plan out your story. Once the story has been approved by me, save it to your phone and use it to begin writing."

3. SS should begin taking photos or videos in relation to "An Accident" and sending it to T. There should be at least 5 snaps, one for each stage.
 - a. Possible SS' Response:
 - i. The beginning: "SS skateboards in the park, without helmet or other guards."
 - ii. The build-up: "SS practices progressively more dangerous tricks."
 - iii. The problem: "SS slips and falls, hurting himself."
 - iv. The resolution: "SS washes his wound and puts a band-aid on it. He goes to buy some guards."
 - v. The ending: "SS skateboards with his guards and helmet on."
 4. T views each snap and leaves a comment in the chat section for approval.
 5. SS submit their completed essay at the appointed due date.
-

Unit 4: *Twitter*

INTRODUCTION/SETUP

1. Starting An Account/Using An Existing Account:

<https://support.twitter.com/articles/100990>

To create an account on the web:

1. Go to <http://twitter.com> and find the sign up box, or go directly to <https://twitter.com/signup>.
2. Enter your **full name**, **phone number**, and a **password**.
3. Click **Sign up for Twitter**.
4. In order to verify your phone number, we will send you an SMS text message with a code. Enter the verification code in the box provided. Learn more about having a phone number associated with your account [here](#).
5. Once you've clicked **Sign up for Twitter**, you can select a **username** (usernames are unique identifiers on Twitter) — type your own or choose one we've suggested. We'll tell you if the username you want is available.
6. **Double-check** your name, phone number, password, and username.
7. Click **Create my account**. You may be asked to complete a Captcha to let us know that you're human.

2. Posting


- a. Tweets: <https://support.twitter.com/articles/15367>

1. **Sign in** to your Twitter account.
2. **Type your Tweet** into the box at the top of your Home timeline, or click the **Tweet** button in the top navigation bar.
3. Make sure your update is **fewer than 140 characters**. We'll count the characters for you! Remaining characters show up as a number below the box.
4. **Tip:** Read about how to include photos in your Tweet [here](#), and how to include a video in your Tweet [here](#).
5. Click the Tweet button to **post the Tweet** to your profile.
6. You will immediately see your Tweet in the timeline on your homepage.

Read about posting Tweets via the **Twitter for Android** app [here](#), and via the **Twitter for iPhone or iPad** app [here](#).

Another way (some say the best way!) to post updates is from your mobile phone. First, connect your phone with your Twitter account, then simply send your Tweet as a text message to your appropriate Twitter short code the same way you'd send any other text message. Remember to count your characters!

- b. Photos: <https://support.twitter.com/articles/20156423>

1. Type your Tweet into the box at the top of your Home timeline. If using an Android device, tap on **What's happening?** If using an iOS device, tap the **Tweet icon** .
2. From the web, click **Add media**. From a device, tap the camera icon to take a photo, or choose a photo from your gallery. (**Tip:** Read about how to include a video in your Tweet [here](#).)
3. Once a photo is selected, you will see a thumbnail image (or file name) appear as an attachment. You can select up to 4 images to tweet at once. (**Note:** Animated GIFs cannot be included in Tweets with multiple images.)

Editing a photo?
If you are tweeting from the Twitter for iOS or Twitter for Android app, you can enhance, apply a filter, and crop an image once you select it.




Tagging people in a photo?
Tap **Who's in this photo?** to tag people. Type in a full name or an @ username and then tap **Done**. (**Note:** Tags cannot be applied to animated GIFs.)
4. Tap **Tweet** to post your message and photo(s). Your Tweet's character count will update to include the pic.twitter.com URL for your photo(s).
5. **Tip:** You can also send photos in direct messages. [Click here](#) for more information.

c. Videos: <https://support.twitter.com/articles/20172128>


There are three ways to share videos on Twitter:

1. **Record:** You can record, edit and share videos from the Twitter app (Twitter for iPhone or Twitter for Android OS 4.1 and higher).
2. **Import:** If you use the Twitter for iPhone or iPad app, you can import videos from your device.
3. **Upload:** You can upload videos to twitter.com.

Record

1. When using Twitter for Android, tap the **camera icon** next to **What's happening?** When using Twitter for iOS, tap the **Tweet icon**  and then tap the **camera icon**.
2. Tap the **video icon**  (to the left of the camera icon) to access video mode.
3. Record a video by holding down the **record button** . To add more to your video, simply press and hold again. **Note:** You can record up to 30 seconds of video.
 - **Deleting or editing a part of the video before Tweeting**
You can drag up a particular video clip to delete a part of video before Tweeting it. You can also change the order of video clips by dragging and moving sideways.
4. When you are done recording your video, tap **Done**.
Tip: Preview your video before Tweeting it by tapping the play button. This also allows you to make additional edits to your video before sharing.
5. Tap **Tweet** to share your message and video. Your Tweet's character count will update to include your video.

Import

1. Tap the **Tweet icon** .
2. Find the video you'd like to Tweet and tap to select it.
3. You can trim the length of your selected video by dragging either side of the bar at the bottom. **Note:** Maximum video length is 30 seconds.
4. Tap **Trim** to finish your edits.
Tip: You can preview your video by tapping the play button before Tweeting it. This also allows you to make additional edits to your video before sharing.
5. Tap **Tweet** to share your message and video.

Upload

1. Click the **Tweet** button.
2. Click **Add media**.
3. Choose a video file stored on your computer and click **Open**.
Note: You'll be prompted if the selected video is not in a supported format. Maximum file size is 512MB. See [here](#) for more details about formats.
4. In the **Edit** window, you can trim the length of your selected video between 1 and 30 seconds.
Note: Maximum video length is 30 seconds.
5. Click **Done** when you're finished with your edits.
6. Complete your message and click **Tweet** to share your Tweet and video.




d. Tagging Users: <https://support.twitter.com/articles/20169871>

1. Type your Tweet as you normally would, but replace any names you include with that person's @username. For example: "I love @Twitter!"
2. Click **Tweet** to post it.
3. Our system will recognize and link to the @username in the Tweet.

e. Adding External Links to Other Media:
<https://support.twitter.com/articles/78124>

1. Type your Tweet as you normally would, but replace any names you include with that person's @username. For example: "I love @Twitter!"
2. Click **Tweet** to post it.
3. Our system will recognize and link to the @username in the Tweet.

f. Direct Messaging: <https://support.twitter.com/articles/14606>

1. Tap the **envelope icon**. You'll be directed to your **Messages**.
2. Tap the **new Message icon**  to create a new Message.
3. In the address box, enter the name(s) or @username(s) of the users you wish to send a Message to. A group Message can include up to 50 people.
4. Enter your message. Tap the **picture icon** to take or include a photo in your message. Please note that when you share a photo in a Direct Message, the photo is only viewable by the sender and recipient(s).
Note: You can also send a fast emoji-only message. Tap the **emoji icon**  before typing your message, select an emoji from a preselected set, and your message will immediately send. When you send one emoji, it displays in a bigger size than when you send multiple emojis at once.
5. Click **Send**.
6. You and anyone else in a conversation can click or tap the **more icon** **...** (iOS) or **overflow icon**  (Android) to add new people to the group, view everyone participating in the group, edit the group photo, edit the name of the group, turn off notifications for the conversation, or delete the conversation.

g. Using Hashtags: <https://support.twitter.com/articles/49309>

Using hashtags to categorize Tweets by keyword:

- People use the hashtag symbol # before a relevant keyword or phrase (no spaces) in their Tweet to categorize those Tweets and help them show more easily in Twitter Search.
- Clicking on a hashtagged word in any message shows you all other Tweets marked with that keyword.
- Hashtags can occur anywhere in the Tweet – at the beginning, middle, or end.
- Hashtagged words that become very popular are often Trending Topics.

-
3. Introduction Activity: To ensure that students know how to use *Twitter*
 - a. Teacher (T) to posts an introduction tweet to all students (SS), with amendments made for the words in parentheses:
 - i. "Welcome to Twitter! To make sure that you know how to use this app, please post an introduction of yourself and include a photo."
 - b. T then posts her own introduction with a photo, tagging each SS in it, and acknowledges each student's posts by liking them.

*T may have to post multiple tweets if SS's *Twitter* handles are too long to fit in one tweet.

GRAMMAR

Introduction Activity

Description: Students (SS) are introduced to the target grammar using photos or videos.

Language Objective: SS will create sentences using the target grammar from a series of photos/videos.

Content Objective: SS will learn about target grammar.

Assessment: SS will be able to create at least 4 sentences using the target grammar from the photos/videos.

Planning Time: 20 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) posts a tweet with the definition of the target grammar as a photo.
 - a. The definition used should be in line with the definition given in the textbook used with the class.
 - b. Include the hashtags, making amendments as needed:
 - i. "#(target grammar)"
 - ii. "#(school initials and class level/name)"
2. SS to like the post as an indication that they have seen and read the post.
3. T then posts a photo and the following text, with amendments made for the words in parentheses:
 - a. Photo Transcript (as applicable):
 - i. An affirmative example
 - ii. A negative example
 - iii. A question example

- iv. A yes and a no example
- b. Tweet Transcript: "Today, we are learning about (target grammar). (Give the grammar structure).
- c. #(target grammar)
- d. #(school initials and class level/name)"
- 4. SS to like the post as an indication that they have seen and read the post.
- 5. T then posts a photo with instructions and the following text:
 - a. Photo Transcript: "I will post 5 tweets. In each tweet, there will be a photo or video. Create a sentence using the target grammar and send me your answers in a direct message."
 - b. Tweet Transcript: "#(target grammar) #(school initials and class level/name)"
- 6. SS to send T a direct message with their answers.
- 7. T acknowledges SS direct messages by informing them whether their sentences are correct. SS should be encouraged to keep trying until they are able to create at least 4 sentences.

Sample Introduction Activity

Target Grammar: Passive Voice in the Present Tense

- 1. Teacher (T) posts a photo of the definition of passive voice and includes each SS' *Twitter* handle in the post.
 - a. Photo Transcript: "Passive voice is used to focus on the object of a sentence rather than its subject. Present Passive: am/is/are + the past participle."
 - b. Tweet Transcript: "#passivevoice #AEAlevel2"
- 2. SS to like the post as an indication that they have seen and read the post.
- 3. T then posts a photo and the following text, with amendments made for the words in parentheses:
 - a. Photo Transcript:
 - i. +: Ice cream is made from milk.
 - ii. -: It isn't made with cheese.
 - iii. ?: Is it made with sugar?
 - iv. ✓: Yes, it is. ✗: No, it isn't.
 - b. Tweet Transcript: "Today, we are learning about passive voice in present tense. Present Passive: Verb to Be + the past participle.
 - c. #passivevoice #AEAlevel2"
- 4. SS to like the post as an indication that they have seen and read the post.
- 5. T then posts a photo with instructions and the following text:
 - a. Photo Transcript: "I will post 5 tweets. In each tweet, there will be a photo

or video. Create a sentence using the target grammar and send me your answers in a direct message."

- b. Tweet Transcript: "#passivevoice #AEAlevel2"



- c. Photo 1: A tailor making clothes.

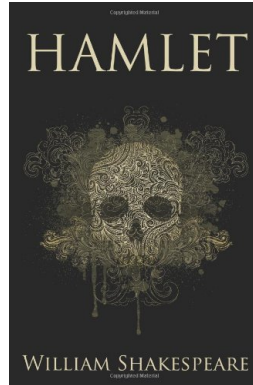
(<http://www.thenational.ae/storyimage/AB/20150723/STORYGALLERY/150729553/EP/1/2/EP-150729553.jpg&MaxW=960&imageVersion=default>)



- d. Photo 2: The Starry Night with Van Gogh's name
(http://wallpaperswide.com/download/the_starry_night-wallpaper-1152x720.jpg)



- e. Photo 3: Teenagers eating fast food. (<http://blog.instawares.com/wp-content/uploads/2013/11/fast-food-taking-care-of-customers.jpg>)
-



- f. Photo 4: The book "Hamlet" with William Shakespeare's name. (<http://missriki.com/wp-content/uploads/2013/09/hamlet.jpg>)



- g. Photo 5: The Golden Gate Bridge with the text "Completed in 1937". (Author's own image)
6. SS to send T a direct message with their answers.
- Possible SS' responses: "1. The clothes are made by the tailor. 2. The Starry Night was painted by Vincent Van Gogh. 3. Fast food is eaten by teenagers. Hamlet was written by William Shakespeare. The Golden Gate Bridge was built in 1937."
7. T acknowledges SS direct messages by informing them whether their sentences are correct. SS should be encouraged to keep trying until they are able to create at least 4 sentences.

Review Activity: Tweet A Grammatically Correct Sentence!

Description: SS review previously taught grammar by creating grammatically correct sentences using the target grammar.

Language Objective: SS will create grammatically correct sentences using the target grammar.

Content Objective: SS will review previously taught grammar in an interactive and multimedia way.

Assessment: SS will be able to create at least 4 sentences using the target grammar.

Planning Time: 10-15 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. T posts the following tweet, with amendments made to the words in parentheses:
 - a. "Today, we will be creating sentences using (target grammar) based on photos or videos. Remember to mention me in your tweet!"
 - b. #(target grammar)
 - c. #(school initials and class level/name)"
2. T posts a series of photos/videos where SS can create sentences using the target grammar. The following text, with amendments made to the words in parentheses, should be included in each post:
 - a. "Make a grammatically correct sentence using (target grammar) based on this picture.
 - b. #(target grammar)
 - c. #(school initials and class level/name)"
3. SS to tweet their answers, beginning with T's *Twitter* handle.
4. T acknowledges SS direct messages by informing them whether their sentences are correct. SS should be encouraged to keep trying until they are able to create at least 4 sentences.

Sample Review Activity

Target Grammar: May/Might

1. T posts the following tweet, with amendments made to the words in parentheses:
 - a. "Today, we will be creating sentences using may/might (possibility) based on photos or videos. Remember to mention me in your tweet! #may/might #AEAlevel2"
2. T posts a series of photos/videos where SS can create sentences using the target grammar. The following text, with amendments made to the words in parentheses, should be included in each post:
 - a. "Make a grammatically correct sentence using may/might based on this picture. #may/might #AEAlevel2"



b. Photo 1: Picnic
(<http://freshcitymarket.com/wp-content/uploads/2015/06/Picnic.jpg>) and



the weather forecast
(http://cdn.abclocal.go.com/content/kgo/images/cms/10695_1280x720.jpg
)



c. Photo 2: A person running
after the bus (http://cache3.asset-cache.net/xc/86532398.jpg?v=2&c=IWSAsset&k=2&d=BSpKZd5AE0iDv3nJVJX6AhTVcPCC_xCCCGyyTJipftURM5ebiWrLn0hrGt4dmRJG0)



- d. Photo 3: Basketball game and the score

(https://upload.wikimedia.org/wikipedia/commons/1/10/McKeon_Pavilion_during_basketball_game.jpg)



- e. Photo 4: Party invitation with a "no" sign over it (<http://blogs.babycenter.com/wp-content/uploads/2012/11/party.jpg>)



- f. Photo 5: A person sneezing
(<http://www.eatandexercises.net/wp-content/uploads/2015/10/Sneezing.jpg>)

3. SS to tweet their answers, beginning with T's *Twitter* handle.
 - a. Possible SS' responses: "1. We might have a picnic. 2. I might be late. 3. We might win. 4. I might not go to the party. 5. She might be sick."
4. T acknowledges SS direct messages by informing them whether their sentences are correct. SS should be encouraged to keep trying until they are able to create at

least 4 sentences.

VOCABULARY

Introduction Activity

Description: Students (SS) are introduced to the target vocabulary using photos/videos.

Language Objective: SS will recall target vocabulary with the help of photos/videos.

Content Objective: SS will learn about target vocabulary and be able to use it in the appropriate situation.

Assessment: SS should be able to recall at least 80% of the target vocabulary from the photo/video posts.

Planning Time: 10-15 minutes

Activity Time: In class: 20-30 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

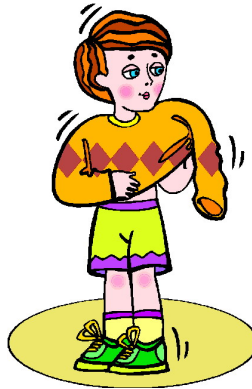
1. Teacher (T) posts a tweet with the chosen vocabulary theme. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "Today, we will be learning about (target vocabulary theme). I will post (number of posts) tweets based on this theme. Please read each post and like it as an indication that you have seen the post."
2. T then posts a series of tweets (at least 5) based on the chosen vocabulary theme. For each tweet, she posts a definition, a synonym/an antonym, and a photo that represents the target word (if possible). The posts should also be numbered so SS will know how many posts to review. Also include the hashtags.
 - a. #(vocabulary theme)
 - b. #(school initials and class level/name)
3. SS like each post as an indication that they have seen and read each post.
4. After SS have seen all posts, as indicated by their liking of the posts, T will delete all posts.
5. T then posts a tweet with the following text:
 - a. "Let's see how many you can recall! Send me a direct message with your answers!"
6. T reposts all the tweets with only the target word and a number. The posts can be in the same order or in random order.
7. SS to send T a direct message with their answers.

8. T acknowledges SS direct messages by informing them how many of the target vocabulary they were able to recall. SS should be encouraged to keep trying until they are able to get 80% of the answers correct.

Sample Introduction Activity

Vocabulary Theme: Confusing Verbs

1. Teacher (T) posts a tweet with the chosen vocabulary theme. The following text should be included in the post, with amendments made for the words in parentheses:
 - a. "Today, we will be learning about "Confusing Verbs". I will post 6 tweets based on this theme. Please read each post and like it as an indication that you have seen the post."
2. T then posts a series of tweets (at least 5) based on the chosen vocabulary theme. For each tweet, she posts a definition, a synonym/ an antonym, and a photo that represents the target word (if possible). The posts should also be numbered so SS will know how many posts to review. Also include the hashtags.
 - a. "1/6 Wear: To use or have something as clothing. Synonym: Put on. Antonym: Take off. #confusingverbs #AEAlevel2
(<http://www.picgifs.com/clip-art/activities/dress/clip-art-dress-674133.jpg>)



- b. "2/6 Carry: To move something while holding/supporting it. Synonym: Lift. Antonym: Put down. #confusingverbs #AEAlevel2
(http://images.clipartpanda.com/charade-clipart-6B5_clip-art-moving-195340.jpg)



- c. 3/6 Win: To achieve victory in a fight, contest, or game. Synonym: Beat.
 Antonym: Lose. #confusingverbs #AEAlevel2
 (<https://leadershipfreak.files.wordpress.com/2012/01/winning.jpg>)



- d. 4/6: Earn: To get money for the work you've done. Synonym: Make.
 Antonym: Spend. #confusingverbs #AEAlevel2
 (<http://images.clipartof.com/150/15949.jpg>)



- e. 5/6: Know: To have information in your mind. Synonym: Understand.
 Antonym: Confuse. #confusingverbs #AEAlevel2
 (<http://images.clipartpanda.com/know-clipart-aha.png>)
-



- f. 6/6: Meet: To see or speak to someone for the first time. Synonym: Get to know. Antonym: Ignore. #confusingverbs #AEAlevel2
(<http://www.settlementatwork.org/lincdocs/linc2/at.home.web/01.nice.meet.you/nice.meet.you.gif>)



3. SS to like each post as an indication that they have seen and read each post.
4. After SS have seen all posts, as indicated by their liking of the posts, T will delete all posts.
5. T then posts a tweet with the following text:
 - a. "Let's see how many you can recall! Send me a direct message with your answers!"
6. T reposts all the tweets with only the target word and a number. The posts can be in the same order or in random order.
7. SS to send T a direct message with their answers.
 - a. Possible SS' responses: "1. Wear, 2. Carry, 3. Win..."
8. T acknowledges SS direct messages by informing them how many of the target vocabulary they were able to recall. SS should be encouraged to keep trying until they are able to get 80% of the answers correct.

Review Activity: Tweet A Synonym, An Antonym Or A Photo

Description: SS review previously taught vocabulary by coming up with a synonym, an

antonym, or a photo related to it.

Language Objective: SS will find words and construct meaning from them.

Content Objective: SS will expand their vocabulary knowledge by making word associations.

Assessment: SS will be able to recall at least 80% of the words/phrases using previously taught vocabulary by direct messaging T with their answers.

Planning Time: 10 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. T posts a tweet with the chosen vocabulary theme and the following text, with amendments made for the words in parentheses:
 - a. "Today, we will be reviewing (target vocabulary theme). I will post (number of posts) tweets based on this theme. Reply with a synonym, an antonym, or a photo that represents the word."
2. T then posts a series of tweets (at least 5) based on the chosen vocabulary theme. The posts should also be numbered so SS will know how many posts to answer. Also include the hashtags. The following text, with amendments made to the words in parentheses, should be included in the post:
 - a. "(target word): (Definition).
 - b. #(vocabulary theme)
 - c. #(school initials and class level/name)"
3. SS respond by tweeting T with their answers, beginning with T's *Twitter* handle.
4. T acknowledges SS' message by liking their tweets if they are right and tweeting them if they are incorrect. SS who get some answers wrong should be encouraged to keep trying until they have at least 80% of the answers correct.

*Activity can be made more difficult by not including definitions.

Sample Review Activity

Target Vocabulary: Confusing Verbs

1. T posts a tweet with the chosen vocabulary theme and the following text, with amendments made for the words in parentheses:
 - a. "Today, we will be reviewing "Confusing Verbs". I will post 6 tweets based on this theme. Reply with a synonym, an antonym, or a photo that represents the word."
2. T then posts a series of tweets (at least 5) based on the chosen vocabulary theme. The posts should also be numbered so SS will know how many posts to answer.

Also include the hashtags. The following text, with amendments made to the words in parentheses, should be included in the post:

- a. "1/6 Make: To build, create, or produce something by work or effort. #confusingverbs #AEAlevel2
 - b. 2/6 Do: To perform an action or activity. #confusingverbs #AEAlevel2
 - c. 3/6 Hope: To want something to happen or be true. #confusingverbs #AEAlevel2
 - d. 4/6 Wait: To stay in a place until an expected even happens. #confusingverbs #AEAlevel2
 - e. 5/6 Watch: To look at (someone or something) for an amount of time and pay attention to what is happening. #confusingverbs #AEAlevel2
 - f. 6/6 Look at: To direct your eyes in a particular direction. #confusingverbs #AEAlevel2
3. SS respond by tweeting T with their answers, beginning with T's *Twitter* handle.
 - a. Possible SS' responses: "@T's *Twitter* handle 1. build. 2. complete 3. wish 4. expect 5. follow 6. inspect."
 4. T acknowledges SS' message by liking their tweets if they are right and tweeting them if they are incorrect. SS who get some answers wrong should be encouraged to keep trying until they have at least 80% of the answers correct.
-

LISTENING & SPEAKING

Introduction Activity

Description: Students (SS) will listen to short open-ended stories, about 30 seconds or so, and discuss how the stories might end in their own 30-second video.

Language Objective: SS will listen to a short open-ended story and predict how it might end.

Content Objective: SS will learn how to listen and discuss possible endings in a clear and coherent manner.

Assessment: SS will listen to and create at least 5 video recordings during the semester/quarter. Refer to the Speech Rubrics (Appendix B) for more guidelines.

Planning Time: 15-20 minutes

Activity Time: In class: 30-40 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) posts a video of a short open-ended story, with the following text

included in the post:

- a. "Listen to the story at least twice. When you are done, discuss one way in which you think the story could end. Don't forget to mention me!"
- b. #(school initials and class level/name)"
2. SS to like the post as an indication that they have seen and read the post.
3. SS then post a video with their response and include T's *Twitter* handle in the post.
4. T to acknowledge each SS' response by liking their tweet.
5. T encourages SS to listen to each other's response and discuss which endings are similar/different and are the best option.

Sample Introduction Activity

1. T posts a video of a short open-ended story, with the following text included in the post:
 - a. Tweet Transcript: "Listen to the story at least twice. When you are done, discuss one way in which you think the story could end. Don't forget to mention me! #AEAlevel2"
 - b. Video Transcript: "There was a little black cat who loved to run around and play. Up and down the stairs, over and around the sofa, and in and out of rooms. It would chase after countless toys and prance around proudly with the toy in its mouth. One day, it heard a strange tweeting sound. It walked closer to the sound and felt a breeze on its face. The window was open..."
 - c. Tweet Transcript: "What happens next?"
2. SS to like the post as an indication that they have seen and read the post.
3. SS then post a video with their response and include T's *Twitter* handle in the post.
 - d. Possible SS' responses: "The cat gets out and explores the garden. It chases after birds all day long.; The cat falls out the window, gets hurt, and needs to go to the hospital."
4. T to acknowledge each SS' response by liking their tweet.
5. T encourages SS to listen to each other's response and discuss which endings are similar/different and are the best option.

Review Activity: 30s - Discuss And Respond!

Description: SS will listen to prompts on various topics and share their thoughts with their classmates in a short 30-second video.

Language Objective: SS will listen to a question prompt and discuss their thoughts on it

in a video.

Content Objective: SS will learn how to listen and have short discussion based on various topics.

Assessment: SS will listen to and create at least 5 video recordings during the semester/quarter. Refer to the Speech Rubrics (Appendix B) for more guidelines.

Planning Time: 10-15 minutes

Activity Time: In class: 20-30 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. T posts a video with a topical prompt, with the following text included in the post:
 - a. "Listen to the prompt at least twice. When you are done, share your thoughts on the matter. Don't forget to mention me!
 - b. #(school initials and class level/name)"
2. SS to like the post as an indication that they have seen and read the post.
3. SS then post a video with their response and include T's *Twitter* handle in the post.
4. T to acknowledge each SS' response by liking their tweet.
5. T encourages SS to listen to each other's response and discuss if they agree or disagree.

Sample Review Activity

1. T posts a video with a topical prompt, with the following text included in the post:
 - a. Video Transcript: "Besides English, which language do you think would be useful to learn? Why?"
 - b. Tweet Transcript: "Listen to the prompt at least twice. When you are done, share your thoughts on the matter. Don't forget to mention me!
#AEAlevel2"
2. SS to like the post as an indication that they have seen and read the post.
3. SS then post a video with their response and include T's *Twitter* handle.
 - a. Possible SS' responses: "I think Spanish would be useful to learn because many people speak it both in the United States and in South and Central America.; I think Chinese would be useful to learn because there are so many Chinese people everywhere. However, I think it would be really hard to learn Chinese."
4. T to acknowledge each SS' response by liking their tweet.
5. T encourages SS to listen to each other's response and discuss if they agree or disagree.

READING

Introduction Activity

Description: Students (SS) share about their country and culture and learn about their classmates' country and culture.

Language Objective: SS will explore new cultures by reading about them.

Content Objective: SS will learn about their classmates' country and culture.

Assessment: SS will share about their country/culture at least once a semester/quarter and be able to answer at least 80% of the questions about 4 of their classmates' country/culture correctly.

Planning Time: 10-15 minutes

Activity Time: In class: 20-30 minutes, Limit to 5 SS/day; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) posts a tweet to 5 SS, tasking them to share one or two things about their country/culture that they love.
 - a. "@(SS #1-5's *Twitter* handle) Share one or two things that you like about (SS' country). It can be about food, the culture, a place, etc..."
 - b. #(school initials and class level/name)"
2. All SS to like the post as an indication that they have seen and read the post.
3. SS #1-5 post a tweet to T, sharing one or two things about their country/culture, and includes the hashtag, #(school initials and class level/name)
4. T and all other SS to like each post as an indication that they have seen and read the posts.
5. After all SS have posted about their country/culture, T posts a series of questions, 2 for each SS that posted for all SS to answer. The hashtag, #(school initials and class level/name), is included so SS can use it to find T's questions. *May have to use separate tweets for each question.
 - a. "Answer the following questions about your classmate's country in a direct message to me.
 - b. #(school initials and class level/name)"
6. SS to like the post as an indication that they have seen and read the post.
7. SS then send their answers to T in a direct message.
8. T provides feedback via direct message. SS who get some answers wrong should be encouraged to keep trying until they have at least 80% of the answers correct.

Sample Introduction Activity

1. Teacher (T) posts a tweet to 5 SS, tasking them to share one or two things about their country/culture that they love.
 - a. "@(SS #1-5's *Twitter* handle) Share one or two things that you like about (SS' country). It can be about food, the culture, a place, etc... #AEAlevel2"
 2. All SS to like the post as an indication that they have seen and read the post.
 3. SS #1-5 post a tweet to T, sharing one or two things about their country/culture, and includes the hashtag, #AEAlevel2
 - a. Possible SS' responses: "I like Brazil because it has the best food and the friendliest people. My favorite food is Brazilian Barbecue and cheese bread. It is so delicious!"
 4. T and all other SS to like each post as an indication that they have seen and read the posts.
 5. After all SS have posted about their country/culture, T posts a series of questions, 2 for each SS that posted for all SS to answer. *May have to use separate tweets for each question.
 - a. "Answer the following questions about your classmate's country in a direct message to me.
 - b. 1. What does (SS' name) think is the best in Brazil?
 - c. 2. What is (SS' name) favorite Brazilian food? #AEAlevel2"
 6. SS to like the post as an indication that they have seen and read the post.
 7. SS then send their answers to T in a direct message.
 - a. Possible SS' responses: "1. Food and friendliest people. 2. Barbecue and cheese bread."
 8. T provides feedback via direct message. SS who get some answers wrong should be encouraged to keep trying until they have at least 80% of the answers correct.
-

Review Activity: What Does It Mean? (Making Inferences)

Description: SS will read short stories and make inferences to understand what happened in the stories.

Language Objective: SS will read short stories to find specific information.

Content Objective: SS will learn to make inferences from reading short stories.

Assessment: SS will be able to answer at least 80% of the questions correctly.

Planning Time: 20-30 minutes

Activity Time: In class: 20-30 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. T posts at least 5 links to/photos of short stories with an inferential ending. Each link will lead to one story.
 - a. "Read the short story in the link. When you are done, answer the question in the story via direct message to me.
 - b. #(school initials and class level/name)"
2. For each link/photo:
 - a. SS to like the post as an indication that they have seen and read the post.
 - b. SS then go to the link and read the short story.
 - c. SS answer by sending a direct message to T.
 - d. T provides feedback via direct message. SS who get some answers wrong should be encouraged to keep trying until they have at least 80% of the answers correct.

Sample Review Activity

1. T posts at least 5 links to/photos of short stories with an inferential ending. Each link will lead to one story.
 - a. Tweet Transcript: "Read the short story in the link. When you are done, answer the question in the story via direct message to me. #AEAlevel2"
 - b. Story #1 Transcript:

"Jake was a new student who often woke up late. As such, he would often rush to school and miss the announcements. One day, he finally managed to wake up on time. Happily, he got ready and headed to school. When he got there, the gate was locked. There was a sign on the door that read "School closed from November 26th to November 29th for Thanksgiving. See you on November 30th, Monday!" It was November 26th. Jake sighed heavily and went back home.

Question: Why wasn't Jake able to go to school on November 26th?"
 - c. Story #2 Transcript:

"Emily was excited to have a new pet fish. She took very good care of it and fed it every day. As it was a tropical fish, Emily needed a special fish tank that kept the water at the right temperature for the fish. Six weeks later, Emily came home from work one day to find that her fish had died. She was upset! She then noticed that the water of the fish tank was really cold.

Question: How did Emily's fish die?"
 - d. Story #3 Transcript:

"Greg's head felt heavy and his nose was stuffed. Suddenly, he sneezed three times in a row. Ah Choo! AH Choo! AH CHOOO! He felt very warm and his

body ached. After taking his temperature and sneezing several more times, he decided to stay home.

Question: Why did Greg decide to stay at home?"

e. Story #4 Transcript:

"There was once a beautiful garden, full of flowers and bushes. Every day, the owner lovingly watered her plants at 10am. Under her care, the garden bloomed and grew and was the best garden on the block. One day, she went to visit her daughter who lived in another city. She was going to visit for a week so she asked her neighbor to water her garden for her at least once a day.

When she came back, the flowers in her garden were drooping and the bushes and grass were brown.

Question: What happened to her garden?"

f. Story #5 Transcript:

"Gabriel was invited to Jane's birthday party on April 1. He was excited as he liked Jane and was hoping that she would one day be his girlfriend. He thought hard about what to get her and finally decided on a bracelet and some flowers. On the day of her birthday, he whistled happily as he walked down the street to Jane's house. He rang the doorbell and a strange man opened the door and said, "Welcome! I'm Henry, Jane's boyfriend. Are you here for her birthday? Come on in!" Gabriel smiled and introduced himself but inside, his heart was sinking.

Question: Why was Gabriel sad?"

2. For each link:

- a. SS to like the post as an indication that they have seen and read the post.
 - b. SS then go to the link and read the short story.
 - c. SS answer by sending a direct message to T.
 - i. Possible SS' responses: "1. The school was closed as it was Thanksgiving. 2. Emily's fish died as the water was too cold for it. 3. Greg was sick. 4. Her neighbor did not water it enough. 5. Jane already had a boyfriend."
 - d. T provides feedback via direct message. SS who get some answers wrong should be encouraged to keep trying until they have at least 80% of the answers correct.
-

WRITING

Introduction Activity

Description: Students (SS) are introduced to short and concise writing through the use of print advertisements.

Language Objective: SS will write short tweets using print advertisements as writing examples.

Content Objective: SS will learn about the type of language used in print advertisements.

Assessment: SS will write the copy for at least 2 print advertisements. Refer to the Writing Rubrics (Appendix A) for more guidelines.

Planning Time: 10-20 minutes

Activity Time: In class: 40-60 minutes; Outside of class: Varies, set a time by which SS need to respond by.

Activity Format:

1. Teacher (T) will post a photo of a print advertisement, taken from <https://bestcopyads.wordpress.com> or <http://www.coloribus.com/adsarchive/prints/>, with the following text:
 - a. "Do you think this is a good advertisement? Why? What is its selling point?"
 - b. #(school initials and class level/name)"
2. SS respond with their thoughts, beginning with T's *Twitter* handle and including the hashtag if they have space.
3. T acknowledges SS' posts by liking their tweets.
4. T then posts 2-3 more photos of print advertisements and asks SS for their opinions.
5. SS respond with their thoughts, beginning with T's *Twitter* handle and including the hashtag if they have space.
6. T then demonstrates writing copy for a product.
 - a. "This is a (name of product). In my next tweet, I will be sharing some copy that I wrote for it. Note that I focus on its selling point.
 - b. #(school initials and class level/name)"
7. T posts a photo of the product with copy in a tweet.
 - a. "(advertisement copy)
 - b. #(school initials and class level/name)"
8. T then asks SS in a post.

- a. "What is the selling point of this product?"
 - b. #(school initials and class level/name)"
9. SS respond with their thoughts, beginning with T's *Twitter* handle and including the hashtag if they have space.
10. T acknowledges SS' posts by liking their tweets.
11. T tasks SS with writing their own copy for the same product.
 - a. "Write your own copy for (product). Remember to focus on its selling point.
 - b. #(school initials and class level/name)"
12. SS respond with their thoughts, beginning with T's *Twitter* handle and including the hashtag if they have space.
13. T acknowledges SS' posts by liking their tweets.

Sample Introduction Activity

1. Teacher (T) will post a photo of a print advertisement, taken from <https://bestcopyads.wordpress.com> or <http://www.coloribus.com/adsarchive/prints/>, with the following text:
 - a. "Do you think this is a good advertisement? Why? What is its selling point? #AEAlevel2"
 - b. Ad 1:

Ever noticed there are no curly haired emojis?



Dove

(http://files2.coloribus.com/files/adsarchive/part_2092/20927705/file/dove-love-your-curls-600-21497.jpg)

2. SS respond with their thoughts, beginning with T's *Twitter* handle and including the hashtag if they have space.
 - a. Possible SS' responses: "(@T's *Twitter* handle) Yes, because it is eye-

catching and colorful. Dove has good shampoo for curly hair.

#AEAlevel2"

3. T acknowledges SS' posts by liking their tweets.
4. T then posts 2-3 more photos of print advertisements and asks SS for their opinions. Use the same text as before.
 - a. Ad 2:



(http://files2.coloribus.com/files/adsarchive/part_2092/20927005/file/mcdonalds-mcdelivery-600-17240.jpg)

- b. Ad 3:



(<https://bestcopyads.files.wordpress.com/2015/10/canadian-film-fest-worldwide-short-film-festival-short-attention-span-600-80806.jpg>)

5. SS respond with their thoughts, beginning with T's *Twitter* handle and including the hashtag if they have space.
 - a. Possible SS' responses: "(@T's *Twitter* handle) No, because I don't like McDonald's. The selling point is McDonald's delivers. #AEAlevel2 ; (@T's *Twitter* handle) Yes, because it grabs your attention. Short films for people who have short attention spans. #AEAlevel2"
6. T then demonstrates writing copy for mouthwash.
 - a. "This is mouthwash. In my next tweet, I will be sharing some copy that I wrote for it. Note that I focus on its selling point. #AEAlevel2"
7. T posts a photo of mouthwash with copy in a tweet.
 - a. "Want people to stop offering you gum in the morning? Use this mouthwash and they'll be asking you for some gum! #AEAlevel2"
(<http://i.huffpost.com/gen/1150818/images/o-MOUTHWASH-facebook.jpg>)



8. T then asks SS in a post.
 - a. "What is the selling point of this product? #AEAlevel2"
 9. SS respond with their thoughts, beginning with T's *Twitter* handle and including the hashtag if they have space.
 - a. Possible SS' responses: "(@T's *Twitter* handle) It makes your breath fresh. #AEAlevel2; (@T's *Twitter* handle) It gets rid of bad breath. #AEAlevel2"
 10. T acknowledges SS' posts by liking their tweets.
 11. T tasks SS with writing their own copy for the same product.
 - a. "Write your own copy for (product). Remember to focus on its selling point. #AEAlevel2"
 12. SS respond with their thoughts, beginning with T's *Twitter* handle and including
-

the hashtag if they have space.

- a. Possible SS' responses: "(@T's *Twitter* handle) Use mouthwash if you want girls to like you. #AEAlevel2; (@T's *Twitter* handle) Fresh breath mornings are the best! #AEAlevel2"

13. T acknowledges SS' posts by liking their tweets.

Review Activity: Inform In 140 characters

Description: SS will share about their daily lives and interests by writing short and concise tweets.

Language Objective: SS will summarize their day using short and concise writing.

Content Objective: SS will learn about their peers' daily lives and interests.

Assessment: SS write at least 4 tweets a week per semester/quarter. Refer to the Writing Rubrics (Appendix A) for more guidelines.

Planning Time: 5-10 minutes

Activity Time: 5 minutes/tweet.

Activity Format:

1. T posts a tweet with a prompt to write about an aspect of SS' daily lives.
 - a. "Write a tweet about (topic).
 - b. #(topic)
 - c. #(school initials and class level/name)"
2. T then posts her own tweet about the topic and includes the hashtags.
3. SS respond with their own tweets, beginning with T's *Twitter* handle and including the hashtag if they have space.
4. T acknowledges SS' posts by liking their tweets.

Sample Review Activity

Day 1

1. T posts a tweet with a prompt to write about an aspect of SS' daily lives.
 - a. "Write a tweet about the weather. #weather #AEAlevel2"
2. T then posts her own tweet about the topic and includes the hashtags.
 - a. "Another rainy day. Out comes my raincoat and umbrella. #weather #AEAlevel2"
3. SS respond with their own tweets, beginning with T's *Twitter* handle and including the hashtag if they have space.
 - a. Possible SS' responses: "(@T's *Twitter* handle) I love rain! #weather #AEAlevel2; (@T's *Twitter* handle) It's too cold! #weather #AEAlevel2"

-
4. T acknowledges SS' posts by liking their tweets.

Day 2

1. T posts a tweet with a prompt to write about an aspect of SS' daily lives.
 - b. "Write a tweet about something you like. #somethingyoulike #AEAlevel2"
2. T then posts her own tweet about the topic and includes the hashtags.
 - a. "I like this new TV show I'm watching called Code Black. Has anybody seen it? #somethingyoulike #AEAlevel2"
3. SS respond with their own tweets, beginning with T's *Twitter* handle and including the hashtag if they have space.
 - a. Possible SS' responses: "(@T's *Twitter* handle) I like to eat burritos from Zona Rosa's on Haight Street. I'm hungry now. #somethingyoulike #AEAlevel2; (@T's *Twitter* handle) I like shopping for new clothes. Sales are my favorite! #somethingyoulike #AEAlevel2"
4. T acknowledges SS' posts by liking their tweets.

Day 3

1. T posts a tweet with a prompt to write about an aspect of SS' daily lives.
 - c. "Write a tweet about something that makes you angry. #angry #AEAlevel2"
2. T then posts her own tweet about the topic and includes the hashtags.
 - a. "The MUNI is always so crowded! Let me get off the bus! #angry #AEAlevel2"
3. SS respond with their own tweets, beginning with T's *Twitter* handle and including the hashtag if they have space.
 - a. Possible SS' responses: "(@T's *Twitter* handle) My roommate used up all the hot water last night! #angry #AEAlevel2; (@T's *Twitter* handle) BART is too crowded in the morning. Too many stinky people too! #angry #AEAlevel2"
4. T acknowledges SS' posts by liking their tweets.

Day 4

1. T posts a tweet with a prompt to write about an aspect of SS' daily lives.
 - d. "Write a tweet about what you're doing on the weekend. #weekend #AEAlevel2"
 2. T then posts her own tweet about the topic and includes the hashtags.
 - a. "I'm headed to Anaheim for a conference this weekend. Wish me luck! ##weekend #AEAlevel2"
 3. SS respond with their own tweets, beginning with T's *Twitter* handle and including the hashtag if they have space.
-

-
- a. Possible SS' responses: "(@T's *Twitter* handle) Weekends are for sleeping!! #weekend #AEAlevel2; (@T's *Twitter* handle) I'm going to Great America! #weekend #AEAlevel2"
- 4. T acknowledges SS' posts by liking their tweets.
-

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The struggle to keep instructional materials interesting and educational, especially for young adults in ESL classrooms, has been a constant battle for textbook publishers and teachers alike. This is particularly relevant in English as a second language (ESL) settings, where a delicate balance has to be struck between the level of the learning material and the age-appropriateness of the content. The widespread availability of computers and small mobile devices has made this even more difficult by increasing the speed at which the materials become outdated, and by emphasizing how the materials do not adequately reflect the digital world that the students live in. Computers and small mobile devices are changing the way in which students learn and will continue to transform the educational world as technology advances.

The proposed project sought to increase students' motivation and learner autonomy in an ESL setting by making use of social networking sites such as *Facebook*, *Instagram*, *Snapchat*, and *Twitter*, as a classroom tool. In this manner, incorporating authentic material from the Internet and real life could increase the authenticity of materials used in class. It could also bridge the gap between instructional material and the way in which students learn by utilizing readily available mobile applications that can be accessed from devices that students already use. This ease of access would serve to increase the opportunities in which students can learn.

This project largely drew its ideals from computer-mediated communication (CMC). In CMC, computers and other similar devices are used to facilitate language learning in collaboration and interaction with one's peers and teachers (Blake, 2008; Lin,

2014). There are many benefits to using CMC tools in the classroom and this varies according to the particular CMC tool used as well as how it is used. For instance, CMC tools can aid in slowing down the pace of a discussion, affording students more time to process what they have read and to craft a response (Payne, 2004, as cited in Blake, 2008). It can also lower their affective filters (Payne, 2004, as cited in Blake, 2008) and increase student participation by providing them some degree of anonymity and the option to respond at their own pace (Godwin-Jones, 2003, as cited in Blake, 2008; Sadeghi, Rahmany, & Doosti, 2014).

The benefits of CMC have been incorporated into this project in a number of ways. First, lessons were designed using social networking sites in a way that encouraged students to work collaboratively with their peers. Second, students gained access to a wider range of authentic materials through the social networking sites. Third, there was a furthering of interaction between classmates, teachers, and native speakers. Lastly, students were provided with the tools to take charge of their own learning, as the four social networking sites chosen for this project, *Facebook*, *Instagram*, *Snapchat*, and *Twitter*, are applications that students were familiar with or already use.

ESL students constantly use their small mobile devices for a myriad of purposes such as translation, sharing their culture, and being social. This project endeavored to expand on that use by capitalizing on their frequent access and interest in social networking sites. ESL teachers will be able to use the project to supplement their current materials, expand on their students' exposure to authentic materials, increase their students' learning opportunities, and provide more real time and individualized feedback to their students. On the other hand, students will have increased teacher contact time and

learning moments, potentially become more interested and engaged in learning, have added control over their learning, and be exposed to other modalities of learning, such as video, audio, and/or photos that may be more in line with their learning style.

The use of social networking sites that students are familiar with and the incorporation of them into the classroom serve the dual purpose of increasing student motivation and autonomy over their learning. The familiarity puts students at ease and allows them to focus on learning. ESL teachers should strive to embrace technology in the classroom and view computers and small mobile devices as tools that supplement teaching. Many teachers that I met at my poster presentation during the recent California Association of Teachers of English to Speakers of Other Languages (CATESOL) conference expressed excitement and enthusiasm for discovering methods in which they could take advantage of their students' use of computers and small mobile devices. This project is an illustration of the potential of social networking sites and how they can be used as a classroom tool to motivate students and increase their learning autonomy.

Recommendations

This project aimed to provide a way for ESL instructors to keep their classroom materials up-to-date and connect it to the digital world of their students without having to use or create an entirely new curriculum. It is targeted at young adult learners in private language schools who have come to the US to learn English and can be used by both novice and experienced teachers. At first, it can seem like a daunting challenge to implement these activities into one's classroom. However, once the initial setup of the social networking site is completed, it would be manageable to implement any of the activities pertaining to that particular social networking site.

There are two main considerations to think about before a teacher can utilize these activities in the classroom. First, one has to decide which of the four social networking sites to use. I recommend beginning with the social networking site that students are most familiar with. The teacher can do this by asking students in a quick verbal survey. The familiarity of the students to the social networking site is key to the rapid success of its use. This is because if students know how to use the site, it would be quite straightforward to transfer those skills to the activities. Alternatively, if students are not familiar with any particular social networking site, the teacher could begin with the social networking site that the teacher is most familiar or comfortable with. In this scenario, the teacher must be prepared to provide more support to students and allow more time for the activities to be completed.

The second consideration is students' access to the target social networking site via a computer or a small mobile device such as a cellphone. This can be a sensitive issue, as some students may not have smartphones. If this occurs, determine if they have a laptop or tablet that they could bring to school or provide them with access to one of the school's computers. Another access issue would be the strength of the Wi-Fi or the wireless company's coverage at the school. It may be necessary to move the class nearer to a Wi-Fi access point for better speeds, have students work in groups, or stagger student participation so that the Wi-Fi is not overburdened with too many devices. Once these considerations have been sorted out, the activities for the desired social networking site can be implemented.

For each of the social networking sites, there are two activities, an introduction and a review, for each of the following language areas: grammar, vocabulary, listening

and speaking, reading, and writing. It is recommended that the first type of activity, the introduction activity, be used first. This activity will familiarize students with how the social networking site will be used to complete the target language activity. The introduction activities are designed to be simple so that students do not feel overwhelmed by the novelty of the activity and with learning a new aspect of language. In this type of activity, the teacher should always provide an example that students can emulate in their own responses. The second type of activity is a review activity that can take the form of a game or is an expansion of the introduction activity. This activity is typically less scaffolded as it is expected that students would be more familiar and comfortable with the style of the activity and can focus on working on the language and content objectives. It is recommended that none of the activities be conducted outside of class time until students are more familiar with the social networking site and are able to use it independently.

For all activities, the teacher should provide some form of feedback for each student response. It can be as general as acknowledging a post by liking it or as detailed as identifying something that the student had done well or poorly. Feedback can be public or private. Each social networking site has a way for its users to post privately to each other. Negative feedback, such as pointing out students' errors, should always be sandwiched between instances of positive feedback so as to promote confidence in students. It is recommended that negative feedback be provided privately so that students will not feel embarrassed about their mistakes in front of their peers. The feedback aspect of the activities is designed so that the teacher can decide how much feedback to give, based upon the amount of activity time and the needs of the students.

The recommended acceptable overall performance level for each activity is set at 80%. This percentage is expected to be attainable and realistic for students who can demonstrate their understanding of what has been taught and apply it to their work. The assessment for each activity varies according to the language and content objective. To start the teacher off, each assessment lists the minimum recommended amount for beginner to low intermediate students. Raising the minimum requirements of the assessment can increase the difficulty of the activity, allowing for the teacher to adjust the activities to use with students in higher levels.

There are some challenges that can occur with the use of unconventional methods of teaching. The use of social networking sites as a classroom tool may be too innovative for more traditional students and, as such, it is recommended that the initial activities be implemented without assessment. This would allow students to evaluate the potential of the social networking site as a classroom tool and determine its usefulness on their own, without any detriment to their grades. Another problem that can occur is that students might be tempted to pursue their personal agendas on their computers or small mobile devices instead of focusing on the lesson. Setting ground rules with regards to the use of their devices can circumvent this. As a class, students can come up with how and when they should use their devices for lessons and for their personal agenda. These rules should be placed prominently on the classroom wall and each student should sign an agreement to follow the rules. This gives students autonomy over and responsibility for their learning when using a computer or small mobile device.

As students become more familiar with the social networking sites, the teacher might choose to expand the activities and allow students to complete them outside of

class time. While this can increase students' learning moments, it is possible that students may forget to do activities outside of class. However, because of the nature of social networking sites, the teacher can send reminders to students and have them acknowledge the reminders by liking a post. This would not eliminate the problem completely but would greatly reduce the number of students that might forget to do their work. Using the same train of thought, absent students can be included in the activities by following along on the social networking site. The teacher could touch base with the absentee through the social networking site and encourage them to participate in the activity. As a result, an absentee could still be provided with an opportunity to learn even when they are not present in class.

In the future, it is most likely that this project would be implemented wholly on small mobile devices. Technology is advancing to the point that almost everyone has a smartphone or tablet and a working Internet connection. Social networking sites will continue to be popular mobile applications, but the kind of social networking site and its nature could change. Nonetheless, it would most likely still have the ability to be used as a classroom tool. Due to its technological nature, this project is limited to settings and communities where computers or small mobile devices with Internet connections can be easily obtained and accessed. The project can be used with high school students because they are avid users of social networking sites. It can also be used in English as a foreign language (EFL) settings where there are a high percentage of users with access to small mobile devices and the Internet such as Japan and Brazil.

There are numerous ways in which this project can be improved. To begin, it would be beneficial to conduct a survey on students and teachers who use these activities

to get an idea of their reception to them. Positive comments can bolster the use of these activities and negative comments can be used to improve the activities. Another way that this project can be improved is to keep the best activities for each social networking site and discard the rest. Some of the social networking sites are better for certain language skills so the activities designed for those skills can be kept and improved upon. The popularity of social networking sites can decline over time. To keep the activities relevant, they may need to be adapted to a newer, more popular social networking site in the future. An informal way to determine the popularity of social networking sites is to survey students. A more formal way would be to refer to large-scale surveys that report on the use of social networking sites.

The instructional materials used in ESL classes today need not be outdated and disconnected from students' digital world. By drawing on easily accessible mobile applications such as social networking sites, a teacher can devise activities that expand and supplement current classroom materials and also connect it to the students' digital world. Accordingly, students can become more motivated and enthusiastic about their lessons, have the option to take charge of their own learning, be exposed to more authentic texts and situations, and are provided with increased learning opportunities in which to expand their knowledge of English.

Evaluation Plan

The use of social networking sites as a classroom tool has not yet been fully explored in the research. As such, it would be vital to further examine several variables in the project. First, the usefulness of social networking sites as classroom tools has to be determined. By comparing students' grades before and after the implementation of the

activities using social networking sites, it would be possible to ascertain if there is an improvement in students' test scores. Second, the effectiveness of the social networking sites in increasing students' autonomy and engagement should also be examined. This can be done by collecting data on the frequency of students' posts and the type of posts students make. For example, if a student posts questions related to language learning that further expands on their language skills, it could be evidence that students' learning autonomy has been increased.

The third area to look at is to determine if the increase in students' autonomy and engagement are sustainable or if they are temporary. This means that a longitudinal study needs to be conducted to see if the increase can be maintained over a longer period of time. It is possible that the novelty of the activities may increase learning autonomy and engagement for a period of time before plateauing once the novelty wears off. The fourth variable that could be examined is the attitudes of the participants. Using quantitative methods such as closed-question surveys and qualitative methods such as interviews, the researcher can gain an insight into the types of attitudes that teachers and students have towards the use of social networking sites in the classroom. The attitudes of the participants would most likely have an effect on effectiveness of the social networking sites as a classroom tool. A positive attitude would result in higher levels of effectiveness but a negative attitude might result in lower or negative levels of effectiveness. Lastly, the ease of using the material needs to be explored. English as a second language (ESL) teachers will most likely not use material that is challenging to implement. Thus, the researcher can collect data on the frequency of use of the activities and survey and

interview the teachers to uncover their thoughts and opinions regarding the ease of use of the material.

The participants in this project, namely young adult ESL learners and ESL teachers in San Francisco, helped shape this study by being invaluable sources of information. Through observations and informal conversations, as neither learners nor teachers were formally interviewed, it was learned that certain aspects of classroom material were lackluster and students craved a more engaging way to learn. Students would either voice their concerns regarding the classroom material or be distracted by social networking sites on their cellphones. Teachers would constantly look for new ways to increase engagement by implementing games and field trips. By taking these into consideration, lessons were designed to increase students' interest and engagement through the use of social networking sites, and also minimize the need to use a new curriculum or new technology.

The project has no purposeful timeline for implementation. It is specifically designed for ESL teachers to pull out and use aspects of it in their classroom as needed. However, if a researcher was interested in conducting research based on this project, it is recommended that only one social networking site be implemented at a time, and that it be implemented for at least two semesters/quarters. This would be the ideal amount of time for implementation, as it would allow time for the teacher and students to familiarize themselves with using the social networking site for classroom activities and also provide time to determine if there is a plateau effect for increasing students' engagement and learner autonomy.

To evaluate the effectiveness of this project, both quantitative and qualitative data must be collected and analyzed. One of the main sources that can demonstrate the effectiveness of a curriculum is students' progress. The researcher can obtain this information by either tracking the students' grades over the course of the study or implementing their own pretest and posttest to the students. Alternatively, the researcher could track if students were able to maintain an overall performance of 80% in the activities. Another type of quantitative data that can be collected for analysis is the frequency of posts and the types of interactions. This would help to establish if there is an increase in student engagement and the type of engagement. Finally, data can be collected from questionnaires and interviews. The data from these methods can be used to ascertain the effectiveness of the project, the sustainability of the effects from the project, the attitudes of teachers and students who participated in the project, and the ease of implementation of the project. The questionnaires should make use of closed questions with answer options in the form of a Likert-scale. The questionnaires would provide the researcher with general answers in the form of statistics that can be further corroborated through the use of interviews. These interviews can be conducted through focus groups or with target individuals.

As with any type of research, validity is a concern as it affects the strength of the project. This project attempts to increase its validity by using a combination of quantitative and qualitative methods in its evaluation plan. Quantitative data such as students' grades on pretests and posttests provide crucial statistics that can demonstrate the effectiveness of the project. It would be preferable to use tests that are provided by the curriculum used with the participants. Further validity concerns come from the design

of the questionnaires. The questionnaires need to have face validity. This means ensuring that the questionnaires look similar to other questionnaires. The questions used in the questionnaires need to be checked for bias, relation to the project, and if they are leading questions. While the interviews/focus groups aid in strengthening the project by providing a way for the researcher to substantiate the data collected by quantitative means, their analysis is subjective in nature. Researcher bias could come into play and therefore there should be at least two researchers analyzing the interviews/focus groups. The researcher also has to build rapport with the participants to elicit honest answers. At the same time, the researcher has to ensure that professionalism is maintained so that the participants do not attempt to give the researcher the answer they think the researcher wants.

REFERENCES

- Ahmed, M. A. E. A. S. (2015). The effect of twitter on developing writing skill in English as a foreign language. *Arab World English Journal*, 2, 134-149.
- Blake, R. J. (2008). *Brave new digital classroom: Technology and foreign language learning*. Washington, DC: Georgetown University Press.
- Bureau of Consular Affairs, U.S. Department of State. (n.d.-a). Visa waiver program. Retrieved from <http://travel.state.gov/content/visas/english/visit/visa-waiver-program.html>
- Bureau of Consular Affairs, U.S. Department of State. (n.d.-b). Visitor visa. Retrieved from <http://travel.state.gov/content/visas/en/visit/visitor.html>
- Casey, G., & Evans, T. (2011). Designing for learning: Online social networks as a classroom environment. *The International Review of Research in Open and Distance Learning*, 12(7), 1-26.
- Chan, J. Y. H. (2013). The role of situational authenticity in English language textbooks. *RELC Journal*, 44(3), 303-317. doi: 10.1177/0033688213500583
- Chisega-Negrilă, A. M., & Kraft, L. (2015, April). *Social networking for ESL learners*. Paper presented at the 11th International Scientific Conference on eLearning and Software for Education, Bucharest, Romania.
- Chou, P. T. (2010). Advantages and disadvantages of ESL course books. *The Internet TESL Journal*, XVI(11). Retrieved from <http://iteslj.org/Articles/Chou-CourseBooks.html>
- Clavel-Arroitia, B., & Fuster-Márquez, M. (2014). The authenticity of real texts in advanced English language textbooks. *English Language Teachers Journal*, 68(2), 124-134. doi:10.1093/elt/ccto6o
- Cleek, T. (2011). *Persuasive writing: OREO... updated with pdf files*. Retrieved from <http://our-cool-school.blogspot.com/2011/10/persuasive-writing-oreo.html>
- Duggan, M. (2015, August 19). *Mobile messaging and social media 2015*. Retrieved from <http://www.pewinternet.org/files/2015/08/Social-Media-Update-2015-FINAL2.pdf>
- El-Dakhs, D. (2011). How to choose your EFL textbook?: Some useful guidelines. *The International Journal of the Book*, 8(1), 1-9.

- Foreign Affairs Manual, U.S. Department of State. (2008). 9 fam 41.114 exhibit i maximum initial periods of admission and extension of stay. Retrieved from <http://www.state.gov/documents/organization/87500.pdf>
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40, 97-118. doi:10.1017/S0261444807004144
- Halton, M. (n.d.). *Story mountains*. Retrieved from <https://sites.google.com/site/mrhaltonhowellsprep/writing-stories/story-mountains>
- Huang, H. D., & Hung, S. A. (2013). Exploring the utility of a video-based online EFL discussion forum. *British Journal of Educational Technology*, 44(3), E90-E94. <http://dx.doi.org/10.1111/j.1467-8535.2012.01373.x>
- Illés, É. (2009). What makes a coursebook series stand the test of time? *English Language Teachers Journal*, 63(2), 145-153. doi:10.1093/elt/ccn019
- Institute of International Education. (2014). Leading places of origin of intensive English program students, 2013. *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/Research-and-Publications/Open-Doors/Data/Intensive-English-Programs/Leading-Places-of-Origin/2012-13>
- Institute of International Education. (2015). International students by field of study, 2013/2014 - 2014/15. *Open Doors Report on International Educational Exchange*. Retrieved from <http://www.iie.org/Research-and-Publications/Open-Doors/Data/International-Students/Fields-of-Study/2013-15>
- Jiang, X. (2006). Suggestions: What should ESL students know? *System*, 34, 36-54. doi:10.1016/j.system.2005.02.003
- Junco, R., Heiberger, G., & Loken, E. (2011). The effect of twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 27, 119-132. doi:10.1111/j.1365-2729.2010.00387.x
- Kemp, S. (2015, January 21). *Digital, social and mobile worldwide in 2015*. Retrieved from <http://wearesocial.net/blog/2015/01/digital-social-mobile-worldwide-2015/>
- Kennedy, D. M. (2014). M-learning to support learning English in a Hong Kong university. *MERLOT Journal of Online Learning and Teaching*, 10(4), 640-655.
- Kent, M. (2013). Changing the conversation: Facebook as a venue for online class discussion in higher education. *MERLOT Journal of Online Learning and Teaching*, 9(4), 546-565.
- Kessler, G. (2013). Teaching ESL/EFL in a world of social media, mash-ups, and hyper-

- collaboration. *TESOL Journal*, 4(4), 615-632.
- Kim, Y. (2010). Communication strategies in seventh grade English textbooks. *English Teaching*, 65(1), 113-136.
- Kugelman, F. (n.d.). *Bloom's taxonomy cheat sheet*. Retrieved from <http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20questions.pdf>
- Lee, H. (2014). Social media and student learning behavior: Plugging into mainstream music offers dynamic ways to learn English. *Computers in Human Behavior*, 36, 496-501. <http://dx.doi.org/10.1016/j.chb.2014.02.019>
- Li, J., Snow, C., & White, C. (2015). Urban adolescent students and technology: access, use and interest in learning language and literacy. *Innovation in Language Learning and Teaching*, 9(2), 143-162. <http://dx.doi.org/10.1080/17501229.2014.882929>
- Lin, H. (2014). Establishing an empirical link between computer-mediated communication and SLA: A meta-analysis of the research. *Language Learning & Technology*, 18(3), 120-147. Retrieved from <http://llt.msu.edu/issues/october2014/lin.pdf>
- Lipsman, A. (2014, August 8). *Does snapchat's strength among millennials predict eventual mainstream success?* Retrieved from <http://www.comscore.com/Insights/Blog/Does-Snapchats-Strength-Among-Millennials-Predict-Eventual-Mainstream-Success?>
- Mao, J. (2014). Social media for learning: A mixed methods study on high school students' technology affordances and perspectives. *Computers in Human Behavior*, 33, 213-223. <http://dx.doi.org/10.1016/j.chb.2014.01.002>
- Nikbakht, E., & Boshraadi, A. M. (2015). Analyzing the potential of social networking sites on EFL learners' vocabulary mastery: A situated-learning approach. *Theory and Practice in Language Studies*, 5(8), 1635-1641. <http://dx.doi.org/10.17507/tpls.0508.13>
- Office of Travel and Tourism Industries, U.S. Department of State. (2014). *Visitation to the United States: Business travel (1) vs. pleasure travel from selected overseas countries* [Data file]. Retrieved from http://travel.trade.gov/view/m-2014-I-001/documents/top_20_business_vs_pleasure.xls
- Pearson Education. (2014, May 16). *Pearson student mobile device survey2014: National report: College students*. Retrieved from <http://www.pearsoned.com/wp-content/uploads/Pearson-HE-Student-Mobile-Device-Survey-PUBLIC-Report-051614.pdf>

- Pew Research Center. (2015, March 19). *Internet seen as a positive influence on education but negative influence on morality in emerging and developing nations*. Retrieved from <http://www.pewglobal.org/2015/03/19/internet-seen-as-positive-influence-on-education-but-negative-influence-on-morality-in-emerging-and-developing-nations/>
- Sadeghi, B., Rahmany, R., & Doosti, E. (2014). L2 teachers' reasons and perceptions for using or not using computer mediated communication tools in their classroom. *Journal of Language Teaching and Research*, 5(3), 663-673. doi: 10.4304/jltr.5.3.663-673
- Son, J-B. (2007). Learner experience in web-based language learning. *Computer Assisted Language Learning*, 20(1), 21-36. doi: 10.1080/09588220601118495
- U.S. Census Bureau. (n.d.). Young adults then and now. Retrieved from <http://www.census.gov/censusexplorer/censusexplorer-youngadults.html>
- Wee, L. (2008). The technologization of discourse and authenticity in English language teaching. *International Journal of Applied Linguistics*, 18(3), 256-273.
- Yu, L. T. (2014). A case study of using facebook in an EFL English writing class: The perspective of a writing teacher. *JALT CALL Journal*, 10(3), 189-202.

APPENDIXES

Supplementing ESL Classroom Activities With Social Media

For Young Adult Learners

APPENDIX A

Writing Rubrics	
Score	Explanation of Scores
6	<ul style="list-style-type: none"> • Demonstrates a strong ability to write an organized, well-developed and coherent essay. • Able to support main ideas with relevant examples and details. • Essay flow is smooth and logical. • Uses an assortment of sentence structures appropriately. • Employs a wide selection of vocabulary. • Infrequent grammar errors. (less than 5%)
5	<ul style="list-style-type: none"> • Demonstrates an ability to write an organized, well-developed and coherent essay. • Able to support main ideas with examples and details. • Essay flow is generally smooth and logical. • Uses an assortment of sentence structures most of the time. • Employs a selection of vocabulary. • Few grammar errors. (less than 10%)
4	<ul style="list-style-type: none"> • Demonstrates a moderate ability to write an acceptable essay. • Able to support main ideas with adequate examples and details. • Essay flow is smooth and logical at some points. • Uses an assortment of sentence structures some of the time. • Employs some vocabulary. • Frequent grammar errors. (less than 20%)
3	<ul style="list-style-type: none"> • Demonstrates minimal ability to write a satisfactory essay. • Main ideas lacks support in the form of examples and details. • Essay does not flow smoothly. • Sentence structure is limited. • Employs few vocabulary. • Numerous grammar errors. (more than 50%)
2	<ul style="list-style-type: none"> • Demonstrates an inability to write a satisfactory essay. • Lacks or has weak organization and development. • Sentence structure is weak or nonexistent. • Employs little or no vocabulary. • Significant grammar errors. (more than 75%) • May not have understood essay topic.
1	<ul style="list-style-type: none"> • Clearly unable to write a satisfactory essay. • Lacks weak organization and development. • Sentence structure is nonexistent. • Employs little or no vocabulary. • Significant grammar errors that hinder comprehension of essay.

	<ul style="list-style-type: none">• May have misunderstood essay topic.
OFF	Did not write on the topic assigned.
NR	Did not write the essay.

APPENDIX B

Speaking Rubrics	
Score	Explanation of Scores
6	<ul style="list-style-type: none"> • Demonstrates a strong ability to speak eloquently. • Responds confidently. • Speech and pronunciation are coherent. • Uses an assortment of sentence structures appropriately. • Employs a wide selection of vocabulary. • Infrequent errors in form or function.
5	<ul style="list-style-type: none"> • Demonstrates an ability to speak eloquently. • Generally responds confidently. • Speech and pronunciation are generally coherent. • Uses an assortment of sentence structures most of the time. • Employs a selection of vocabulary. • Few errors in form or function.
4	<ul style="list-style-type: none"> • Demonstrates a moderate ability to speak clearly. • Sometimes responds confidently; may occasionally show some unwillingness to use the language. • Speech and pronunciation may not always be coherent. • Uses an assortment of sentence structures some of the time. • Employs some vocabulary. • Frequent errors in form or function.
3	<ul style="list-style-type: none"> • Demonstrates minimal ability to speak satisfactorily. • Does not respond confidently; some unwillingness to use the language. • Speech and pronunciation is generally incoherent. • Sentence structure is limited. • Employs few vocabulary. • Numerous errors in form or function.
2	<ul style="list-style-type: none"> • Demonstrates an inability to speak satisfactorily. • Does not respond confidently; moderate unwillingness to use the language. • Speech and pronunciation is mostly incoherent. • Sentence structure is weak or nonexistent. • Employs little or no vocabulary. • Significant errors in form or function. • May not have understood speech topic.
1	<ul style="list-style-type: none"> • Clearly unable to speak satisfactorily. • Does not respond confidently; frequent unwillingness to use the language. • Speech and pronunciation is incoherent. • Sentence structure is nonexistent.

	<ul style="list-style-type: none">• Employs little or no vocabulary.• Significant errors in form or function.• May have misunderstood speech topic.
OFF	Did not speak on the topic assigned.
NR	Did not speak at all.

APPENDIX C

Bloom's Taxonomy (Kugelman, n.d.)

Bloom's Taxonomy provides an important framework for teachers to use to focus on higher order thinking. By providing a hierarchy of levels, this taxonomy can assist teachers in designing performance tasks, crafting questions for conferring with students, and providing feedback on student work

This resource is divided into different levels each with **Keywords** that exemplify the level and questions that focus on that same critical thinking level. **Questions for Critical Thinking** can be used in the classroom to develop all levels of thinking within the cognitive domain. The results will be improved attention to detail, increased comprehension and expanded problem solving skills. Use the keywords as guides to structuring questions and tasks. Finish the Questions with content appropriate to the learner. **Assessment** can be used to help guide culminating projects. The six levels are:

- **Level I Knowledge**
- **Level II Comprehension**
- **Level III Application**
- **Level IV Analysis**
- **Level V Synthesis**
- **Level VI Evaluation**

Blooms Level I: Knowledge

Exhibits memory of previously learned material by recalling fundamental facts, terms, basic concepts and answers about the selection.

Keywords:

who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select

Questions:

• What is...? • Can you select? • Where is...? • When did ____ happen? • Who were the main...? • Which one...? • Why did...? • How would you describe...? • When did...? • Can you recall...? • Who was...? • How would you explain...? • How did ____ happen...? • Can you list the three..? • How is...? • How would you show...?

Assessment:

Match character names with pictures of the characters. Match statements with the character who said them. List the main characteristics of one of the main characters in a WANTED poster. Arrange scrambled story pictures and/or scrambled story sentences in sequential order. Recall details about the setting by creating a picture of where a part of

the story took place.

Blooms Level II: Comprehension

Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas.

Keywords: compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify

Questions:

- How would you classify the type of...? • How would you compare...? • Will you state or interpret in your own words...? • How would you rephrase the meaning? • What facts or ideas show...? • What is the main idea of?
- Which statements support...? • Which is the best answer...? • What can you say about ...? • How would you summarize... ? • Can you explain what is happening...? • What is meant by...?

Assessment:

Interpret pictures of scenes from the story or art print. Explain selected ideas or parts from the story in his or her own words.

contrast...?

Draw a picture and/or write a sentence showing what happened before and after a passage or illustration found in the book. (visualizing)

Predict what could happen next in the story before the reading of the entire book is completed.

Construct a pictorial time-line that summarizes what happens in the story. Explain how the main character felt at the beginning, middle, and /or end of the story.

Blooms Level III: Application

Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way.

Keywords:

apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

Questions:

- How would you use...? • How would you solve ____ using what you've learned...? • What examples can you find to...? • How would you show your understanding of...? • How would you organize _____ to show...? • How would you apply what you learned

to develop...? • What approach would you use to...? • What other way would you plan to...? • What would result if...? • Can you make use of the facts to...? • What elements would you use to change...? • What facts would you select to show...? • What questions would you ask during an interview?

Assessment:

Classify the characters as human, animal, or thing.

Transfer a main character to a new setting.

Make finger puppets and act out a part of the story.

Select a meal that one of the main characters would enjoy eating: plan a menu, and a method of serving it.

Think of a situation that occurred to a character in the story and write about how he or she would have handled the situation differently.

Give examples of people the student knows who have the same problems as the characters in the story.

Blooms Level IV: Analysis

Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.

Keywords:

analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in

Questions:

•What are the parts or features of...? • How is _____ related to...? • Why do you think . . . ? • What is the theme . . . ? • What motive is there . . . ? • Can you list the parts . . . ? • What inference can you make . . . ? • What conclusions can you draw . . . ? • How would you classify . . . ? • How would you categorize . . . ? • Can you identify the different parts . . . ? • What evidence can you find . . . ? • What is the relationship between . . . ? • Can you make a distinction between . . . ? • What is the function of . . . ? • What ideas justify . . . ?

Assessment:

Identify general characteristics (stated and/or implied) of the main characters. Distinguish what could happen from what couldn't happen in the story in real life. Select parts of the story that were the funniest, saddest, happiest, and most unbelievable. Differentiate fact from opinion. Compare and/or contrast two of the main characters.

Select an action of a main character that was exactly the same as something the student

would have done.

Blooms Level V: Synthesis

Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Keywords:

build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, test, happen, delete

Questions:

- What changes would you make to solve...? • How would you improve...? • What would happen if...? • Can you elaborate on the reason...? • Can you propose an alternative...? • Can you invent...? • How would you adapt _____ to create a different...?
- How could you change (modify) the plot (plan)...? • What facts can you compile...? • What way would you design...? • What could be combined to improve (change)...? • Suppose you could _____ what would you do...? • How would you test...? • Can you formulate a theory for...? • Can you predict the outcome if...?
- How would you estimate the results for...? • What could be done to minimize (maximize)...? • Can you construct a model that would change...? • How is _____ related to...? • Can you think for an original way for the...? • What are the parts or features of...? • Why do you think...? • What is the theme...? • What motive is there...?
- Can you list the parts...? • What inference can you make...? ...? • What ideas justify...? • What conclusions can you draw...? • How would you classify...? • How would you categorize...? • Can you identify the different parts...? • What evidence can you find...? • What is the relationship between...?
- Can you make the distinction between...? • What is the function of

Assessment:

Create a story from just the title before the story is read (pre-story exercise).

Write three new titles for the story that would give a good idea what it was about.

Create a poster to advertise the story so people will want to read it.

Use your imagination to draw a picture about the story.

Create a new product related to the story.

Restructure the roles of the main characters to create new outcomes in the story.

Compose and perform a dialogue or monologue that will communicate the thoughts of the main character(s) at a given point in the story.

Imagine that you are the main character. Write a diary account of daily thoughts and

activities. Create an original character and tell how the character would fit into the story. Write the lyrics and music to a song that one of the main characters would sing if he/she/it became a rock star and perform it.

Blooms Level VI: Evaluation

Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

Keywords:

award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct

Questions:

• Do you agree with the actions/outcome...? • What is your opinion of...? • How would you prove/ disprove...? • Can you assess the value or importance of...? • Would it be better if...? • Why did they (the character) choose...? • What would you recommend...? • How would you rate the...? • How would you evaluate...? • How would you compare the ideas...? the people...? • How could you determine...? • What choice would you have made...? • What would you select...? • How would you prioritize...? • How would you justify...? • What judgment would you make about...? • Why was it better that...? • How would you prioritize the facts...? • What would you cite to defend the actions...? • What data was used to make the conclusion...? • What information would you use to support the view...? • Based on what you know, how would you explain...?

Assessment:

Decide which character in the selection he or she would most like to spend a day with and why.

Judge whether or not a character should have acted in a particular way and why. Decide if the story really could have happened and justify reasons for the decision.

APPENDIX D



Opinion- Give your opinion

Reason- Give a reason for having this opinion.

1.
2.

Example: Give an example that supports your opinion

1.
2.

Opinion- Restate your opinion.



Remember- giving 2 or 3 reasons and examples strengthens your argument and makes your writing more persuasive.

APPENDIX E

1. The Beginning

Introduce the main characters and describe the setting. What will your opening sentence be?

2. The Build-Up

What things happen? What clues are there? What is said? How do you build up the excitement?

3. The Problem or Dilemma

Things might go wrong! Is there a mystery, or do terrible things happen? Are there any disagreements?

4. The Resolution

How are things going to be sorted out? Problems have to be solved, and people made happy again.

5. The Ending

Does the story end happily ever after? What have people learned? Have characters changed?

THE STORY MOUNTAIN PLANNER

Name Date